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The Modern Language Journal

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NOTE—Readers are reminded that the relative order of articles in the *Journal* does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

Whither Foreign Languages?

H. C. OLINGER

We are very happy to add to our discussion of the new status of foreign languages a report by Professor Emil L. Jordan of Rutgers University. We wish to take this occasion to express our gratitude to the University administration for permission to release this report for publication. Professor Jordan is well-known to our readers and we are pleased to publish his report as one of the first responses to our appeal for documentative and authoritative material on the new trends in foreign languages in the U.S.A.

The New York City Schools have also begun to take action to meet the need of the international trend. We are pleased to publish also a report of the first meeting of the new Committee named to study the function and place of languages in the new curriculum.

THE RUTGERS FOREIGN LANGUAGE SURVEY

EMIL L. JORDAN

Rutgers University

(*Author's summary.*—A middle-sized university reevaluates its modern foreign language teaching program; its plans for the future are progressive but not revolutionary.)

THERE is nothing unusual in the fact that a Rutgers University Committee has investigated the possibilities of adapting the Army Specialized Training Program experience to civilian use, and discussed techniques of foreign language instruction in general. Similar surveys are conducted in many institutions. Why then should the Rutgers Survey be presented here?

There are several reasons that might justify its publication. In our educational journals concrete case histories have always had a rightful place beside the general presentation of trends, theories, and principles. Almost without exception, these case histories are confined to certain courses or classes, and to single languages. To supplement these sectional cases, a report on the broad foreign language policy of a fairly large university should be of considerable interest.

Furthermore it is hoped that in view of the many articles advocating oral-aural intensive training, the rather cautious and critical attitude of the Rutgers survey may bring comments and criticisms from other institutions.

For the purpose of comparison it may be mentioned that Rutgers is the State University of New Jersey, with an overall enrollment of about 10,000 students. New Jersey College for Women (referred to in the report as N.J.C.) is a division of the University. The committee making the survey consisted of Professors Billetdoux (Romance languages), Burns (history), Garard (chemistry), Holzmann (German), Salas (Spanish), and Jordan (German), as chairman.

The survey consists of the following eight sub-divisions.

I

FIRST AND SECOND YEAR COURSES

In the attempt to analyze the possibilities of adapting the A.S.T.P. experience to our civilian program, the committee thought it appropriate to define, as an initial step, the teaching aims and methods of our basic courses, both in the College of Arts and Sciences and at N.J.C.

First Year Courses

The goal of our beginners' courses in modern foreign languages is to provide the students with a broad and practical working foundation in the language concerned. The aim is not one-sided and cannot be stated in terms like "speaking knowledge" or "reading knowledge"; it is a well-balanced all-around training with equal emphasis on all phases of the language; however, more than in most other colleges the spoken word is used as a tool for such a broad "foundation training."

Second Year Course

From these basic studies the students are promoted into second year courses that will either perfect their competence and fluency in conversation, composition, and reading, or prepare them to do specialized readings in literature and translations in the sciences.

The experience gained both at the College of Arts and Sciences and N.J.C. seems to confirm that the elementary course achieves this goal best by three regular class periods of prepared recitation supplemented by three practice or laboratory periods. The three practice periods which increase the students' contact hours with their instructors and reduce the error potential in the students' home work are an essential part of the method employed.

A considerable part of the elementary language courses now offered at the university are organized in this way, but not all of them. Therefore, *the committee recommends that every elementary course in a modern foreign language be conducted as a course of six hours a week, three of which are to be prepared recitations and the other three given to practice.*

The committee also recommends

that fifteen be regarded the normal number of students in each language section.

II

THE QUESTION OF INTENSIVE COURSES

The essential features of the language program of the army were 1) concentration on one language and area to the exclusion of all other subjects; 2) a careful selection of students who had a definite purpose in mind; 3) small groups of 10 to 12 students (and sometimes as few as seven) convening for 14 to 17 contact hours a week.

A number of universities have now introduced intensive language courses for civilian students which are organized along the same lines; groups of 10 to 12 students meet for 10 to 12 weekly contact hours for one academic year; if they pass the course they have fulfilled their foreign language requirements. The method used is largely that of oral drill.

Should the committee recommend the introduction of similar courses at the College of Arts and Sciences and at N.J.C.? In order to answer this question the chairman gathered information about the organization and results of such courses actually conducted at . . . and other institutions. On the basis of the material thus collected, and on the basis of our own experiences with the A.S.T.P., the committee decided against recommending the introduction of intensive language courses at the university for the following reasons:

Where A.S.T.P. conditions can be duplicated, especially as to the selection of students and concentration on a single purpose, the system will function well. But obviously these conditions do not prevail in the different colleges of this university. Very large universities may have enough students to form voluntary groups of students especially selected for their linguistic ability, to receive a training different from that of the regular students, but for us such a procedure does not seem feasible.

The non-selective intensified courses now carried on at other universities seem to reveal that about one third of the students make very good progress under the system, but that for the majority a less intensive procedure brings better results. The instructors of the intensive courses admit that the "law of diminishing returns" makes itself felt, and that on the whole the results of one year of intensive training (fulfilling the language requirements) does not equal the conventional two years' training, consisting of one 6 hour and one 3 hour course, which also fulfill the language requirements.

On the technical side the system is expensive and quite wasteful in the case of students with low linguistic ability. Since all of the students in the civilian intensive language courses also study other subjects and take part in sports and extra-curricular activities, the scheduling of small groups of ten students for 12 contact hours per week offers very considerable difficulties.

As to the influence of the A.S.T.P. experience on the civilian language courses offered at the university, the committee feels that there are two conclusions to be drawn:

- 1) The A.S.T.P. training in languages, based on official army instructions that had been worked out by the country's leading experts, confirmed on the whole the methods and techniques that already were in use here.

- 2) Out of the A.S.T.P. experience a number of methodical devices and practical adaptations have been developed and have been made available through new textbooks (one of them based directly on the Rutgers A.S.T.P.

experience and on an additional experiment in its adaptation to civilian use, carried out at N.J.C.) which are well usable in the modern foreign language courses offered at the university. Thus the A.S.T.P. experience has made a definite contribution to our modern language teaching, not in the spectacular fashion publicized in newspapers and magazines, but in a quiet and progressive way.

III

ADVANCED WORK

While N.J.C. has been able to continue its advanced under-graduate courses in modern foreign languages, the language departments of the College of Arts and Sciences had to restrict themselves to underclass courses during the war years; graduate work had to be suspended entirely. Therefore, one of the important tasks with which these departments are confronted now is to rebuild their advanced undergraduate work and their graduate programs. This can only be done gradually, beginning with small groups that will be expanded step by step.

The committee feels that one of the main factors hampering such "reconstruction work" in the College of Arts and Sciences is the strict adherence to the university rule that a minimum enrollment of ten students is required for each course. Therefore,

the committee recommends that the rule which requires a minimum of ten students in a course before it can be given should be modified. Otherwise it will be impossible for the language departments to conduct advanced courses in the junior and senior years, preparatory to the reinstatement of graduate programs.

As a further stimulus to encourage graduate work in modern foreign languages at the university, and to give graduate students an opportunity both to earn their expenses and to acquire some teaching experience,

the committee recommends that provision be made for graduate assistants in the modern foreign language departments (and also in those departments which would cooperate in potential area training programs, such as the history department).

IV

STUDIES ABROAD

It seems probable that after the world's return to peace conditions the opportunities for academic studies in foreign countries will be greater than before the war. The committee is heartily in favor of the resumption of international academic contacts for the university, both on the undergraduate and on the graduate level. While such international academic relations may concern any department, the committee feels that in the lan-

guage field two practical considerations will be of special value—aside from the generally broadening effect of foreign studies:

The "Junior Year Abroad" for Language Teaching Majors

All language majors at N.J.C. who spent their junior year at French, German, or Spanish universities, profited greatly from these studies, and after graduation were much in demand as high school teachers. Already now some high schools make a year of studies abroad the prerequisite for their teaching positions in languages, a practice that will become quite general when foreign studies will be resumed. Since this university is the only source of new high school teachers of German in the state of New Jersey, and the primary source for new high school teachers of French and Spanish . . . , our language teaching majors will greatly profit from the resumption of the "Junior Year Abroad."

Graduate Studies Abroad

From the scholarly viewpoint graduate studies in foreign countries will be even more important. Research materials in foreign literature and philology naturally are accumulated in the birth place of the language concerned; this situation often gives young scholars greater opportunities for advanced studies at foreign universities than at home. In the case of Latin America such academic work makes, in addition, a fine contribution to our good neighbor policy; N.J.C. graduates who have studied or are studying in Mexico, Cuba, and Chile, have made important contributions to the history of literature of these countries from a scholarly viewpoint. (Evangeline Mundy, studying at Santiago de Chile on a Rockefeller fellowship, has compiled the first bibliography of the Chilean author Joaquin Dias Garces; her book was published by the University of Chile. At present Susan Isaacs is doing research on a Cuban author at the University of Havana, on a N.J. Federation of Women's Clubs scholarship.) Work of this type should be encouraged in every possible way.

It is probable that after the return to peace conditions considerably more scholarships will be available for studies abroad than before the war, especially since student exchange programs will become a cultural tool of our official foreign policy. The language departments will be alert to secure for the students of the university their fair share of such scholarships which may come from the government, from foundations, and other sources.

Since it will take several years before studies abroad can be resumed with any regularity, the committee wishes to make only a general suggestion at this time:

The committee recommends that serious attention be given to study at foreign universities for both undergraduates and graduates, and that ways and means be explored to provide scholarships for that purpose.

V

FOREIGN LANGUAGE HOUSES

The French, German, and Spanish Language Houses on the N.J.C. campus, the oldest foreign language houses in continuous operation in the U.S.A., have proven their value, and the committee takes it for granted that their operation will be continued. One additional suggestion is made:

In view of the success of the foreign language houses at N.J.C. it is recommended that some thought be given to the establishment of foreign language houses in the College of Arts and Sciences.

VI

EQUIPMENT

Since no acquisitions of equipment for language teaching were possible during the war years, the committee feels that with the return of peace conditions the language departments should take stock of their present and future needs. For instance, the modern foreign language departments at N.J.C. would like to have one room seating at least 20 students equipped with a modern radio-phonograph and ample shelf space for foreign language records, at the disposal of all the language departments concerned. The language departments at the College of Arts and Sciences own a limited amount of sound-laboratory equipment for phonetic studies, which might be expanded.

In many ways the different language departments will be able to pool their resources. Therefore, it is suggested that the equipment commonly used by more than one department be stored and made available in two central locations, one on each campus. On the Rutgers campus, the projected Modern Language Building would be the logical place for this purpose. Summarizing,

the committee recommends that attention be given as promptly as possible to the securing of needed equipment such as radio-phonographs, records, films, slides, etc.

VII

SUMMER SESSION TRAINING FOR TEACHERS

All attempts to adapt the experience gained in the A.S.T.P. to civilian use so far have been restricted to teaching on the college level. The committee recognizes that no great changes in foreign language teaching in high schools can be expected as long as classes remain as large as they actually are. Nevertheless, the principal handicap in modernizing foreign language instruction on the high school level lies in the fact that more than half of the high school teachers in charge cannot actually and fluently speak the language which they teach. It would be quite possible to correct this

condition, and the committee feels that Rutgers as the state university of New Jersey might consider the task of aiding the teachers of the state in acquiring linguistic fluency. Whether the teachers themselves will feel the need is impossible to tell; nevertheless,

the committee recommends that a study be made of the possibility of organizing, for our summer session, work shops in modern foreign languages, and of re-introducing advanced courses of a practical nature especially designed for teachers.

The eighth chapter recommends the extension of credit courses in Russian, now offered at N.J.C., to the College of Arts and Sciences and the Extension Division.

The New Status of Foreign Languages in the New York City Schools

CONVINCED that changing world conditions are making it increasingly imperative for Americans to have a working knowledge of languages other than their own, New York city school officials are planning an intensified language study program in the public high schools. Their aim is to make the more capable students thoroughly conversant in at least one language besides English.

Associate Superintendent Jacob Greenberg, formerly director of foreign languages in the city schools, has been named to study the function and place of foreign languages in the curriculum. Other members of the committee are Principal Henry E. Hein of James Monroe High School; Dr. Theodore Huebener, director of foreign languages for the Board of Education; Professor Henri C. Olinger, head of the French department at New York University; Miss Renée Fulton, head of the French department at Forest Hills High School; Mrs. Sarah Lorge, head of the French department at James Monroe High School; Eugene Jackson, chairman of foreign languages at Tilden High School; Professor Mario A. Pei of Columbia University and Professor Daniel F. Girard of Columbia University.

Discussing the origin of the project, Dr. Greenberg explained that the matter was brought forcefully to the attention of school officials when the United Nations began their meetings in New York. The proceedings were bilingual—with English and French as the languages officially chosen for the deliberations.

The following questions were drawn up for discussion:

1) What should be the immediate objectives and the ultimate objectives of the teaching of foreign languages? (Mental discipline, culture, avocational, vocation, improvement of vernacular; shall we have the four-fold aim of teaching for reading, speaking, writing, comprehension?)

- 2) When should the study of foreign language be begun? (grade)
- 3) How long should such study continue? (In terms of years, periods per week, concentration vs. spread.)
- 4) Shall a student be limited to the study of one language?
- 5) Which languages shall be offered in our schools?
- 6) Shall the study of a foreign language be limited to selected pupils? Shall provision be made for slow students?
- 7) If the study is to be limited to selected pupils, what method of selection shall be employed?
- 8) What method or methods are to be used for the teaching of foreign languages in our schools in terms of the objectives that we set ourselves and in terms of the pupils to whom we intend to offer languages?
- 9) What suggestions have we to offer for improvement of motivation for the study of foreign languages?
- 10) What shall the fundamental considerations be in the selection of a foreign language teacher?
- 11) How shall foreign languages be correlated with other subjects in the curriculum?
- 12) Shall we recommend a specialized high school in which foreign languages would be one of the core subjects?

The following general problems were also presented for discussion by the Committee:

- 1) How can the teaching environment be improved?
- 2) Shall there be "language laboratories"?
- 3) What answers have we to valid criticism of the present language situation?
- 4) Cooperative education in the field of languages?
- 5) What is the significance for the study of foreign languages in the recent educational reports, such as the Harvard, Yale and Amherst reports?

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

*The Language Workshop: College of the City
of New York School of Business and Civic
Administration—Curriculum Vitae
1940-1946*

O. A. BONTEMPO
College of the City of New York

(*Author's summary.*—The identity of language study in the broader concepts of Education—The sacred duty invested in Language Instruction to inspire students in articulateness—The Workshop method as a practicable solution to an intense oral-aural approach to language study, using media vital and meaningful to students—Implementation of Workshop program with audio-visual apparatus, sound projectors, recording machines, etc., judiciously and strategically used in a language program—Possibilities of the Maurer Camera with automatic sound recording.)

IT IS hoped that the following notes and observations on The Language Workshop now rounding out its sixth year of existence will be of some use to the modern language teachers in various parts of the country who have elicited interest in setting up language workshops. In point of fact, this article comes as a request from the *Modern Language Journal* to serve as information, if not, a sort of *modus operandi* in the organization of modern language workshops. If, in the course of these discussions, digression is made, now and again from the purely objective, it has been done out of the sincere motive to keep identifying this form of language instruction with the general Philosophy of Education.

The Workshop looks, in retrospect, on those turbulent and ominous days of 1940-1941, when a little group of students, despite the utter instability of the times, and the "whither from here attitude," set about quietly but determinedly experimenting with what their instructor called "the social presentation" of language study. The Language Workshop was dedicated to this group of courageous and intelligent students who submitted themselves as language guinea-pigs to put into motion the ideas in methods and objectives that long and hauntingly had assailed the mind of the instructor. The first experiments were by trial and elimination, with but one aim, that of integrating the sound traditional methods of language instruction into the broader concepts of Education. In that quest the Workshop was following the premise that all college courses should directly or indirectly identify themselves with the ultimate meaning of Education. The question arises here as to whether language and other departmental faculties of colleges and universities have integrated their courses to ally them with the Philosophy of Education. A frank reply to this lies regrettably

in the negative. Much thought was given, therefore, to these educational values, and the Workshop made particular efforts to sidestep the widespread, if not vicious, substitute for Education, namely, the Pragmatic Philosophy of Education. The Workshop along with those who feel deeply the responsibility of pedagogy toward youth looked with misgivings on the top-heavy, pragmatic tendencies in our curricula,—tendencies which split up into too much insistence on the factual, the pseudo-progressive, and the “practical” interpretation of all values and subject-matter.

The Workshop assumed then, that once the proper evaluation was given to the material or factual phase of a course, the “broader meaning” of education lay in teaching a student to become articulate, which is an inseparable ingredient in character molding. An instructor's sacred duty, therefore, is ever to encourage, and, if needs be, prod the student for articulateness, an art not only gracious in itself, but one paying the best dividends perhaps in the student's future. And, inasmuch as articulateness is a meaningful and far-reaching term, all the more is it incumbent on the instructor to make his students conscious of the moral, civic, national and international issues about them. In addition it is incumbent on the instructor to sensitize his students to good taste and manners; to inspire in them gentility, tolerance, and personal integrity. Now, since articulateness and molding of character are interdependent, and since, from time immemorial, they have been constant goals in Education, the Language Workshop adopted them as the principal objectives in its program.

Mindful of these objectives, the Workshop maintains that Language, and in our case, a foreign language is an extraordinary vehicle to lead a student into articulateness and expression. For Language through the ancient but still practicable *trivium* of grammar, logic, rhetoric, offers the student constant opportunity to acquire skill to articulate logically and convincingly. To exploit to the fullest degree this art of articulateness, the Workshop integrated into our conventional foreign language courses, media of instruction vital and comprehensive to the student. And the media singled out as forming a part of his life were, the “round table” and forum discussions, the debate, drama, and other articulate arts. After years of experimentation these were the media found most suitable to focus language study “socially,” and to be sure, to bring motivation and zest to otherwise passive phases of classroom work. Carefully thought out beforehand both as regards structure of language and content (the instructor serving as sort of permanent moderator), every “round table,” debate, or special exercise, is held on the platform or at the head of the class. At the end of all such exercises the class joins in an extemporaneous discussion on the topic, and once again, the instructor plays the secondary role of moderator to clear up points and to “steer” the conversation. Constantly made to face an audience, and put on the *qui vive* as to what he says, the

student must eventually master his "nerves" and "jitters" and acquire the poise necessary to express his ideas and convictions. Through these media, the mechanism of language rather than being received passively by the student, becomes an indispensable instrument for active use in meaningful concepts that touch upon life itself. Such active and frequent participation in organized discussion groups puts constant responsibility on the student. Involving as it does his pride and personal integrity, he must learn to work with large groups of fellow-students, he must eventually cast off diffident and deterrent inhibitions and acquire gentlemanly habits, and, in the end, must become socially competent. The Workshop submits, then, this form of language study as an effective adjunct to serve Education in a loftier sense, for it is along this planned and motivated "social" presentation of language that the student finds margins for enlightenment, appreciation of moral criteria, and patterns for development of character.

At this moment some points come up as to how and when this all-out oral-aural program can be integrated into our conventional text-book courses in language. No presumption is made here that the various media used in the Workshop are to eliminate or to make but sparing use of textbooks. Good textbooks and masterpieces of literature have no substitutes. The Workshop insists, however, that textbook material can be motivated and exploited profitably in "round table" discussions, in debates, and in some forms of dramatic recitations. One need not search long in a textbook to find discussion and debatable material as well as numerous dramatic situations that may be converted into Workshop presentations by the students. The Workshop maintains that a textbook exploited to fullest degree in this manner becomes potently alive to the student and helps to obviate otherwise passive and cumbersome periods of the conventional translation method. Needless to state here how enthusiastically students have taken to adapting dramatic situations into playlets and forces. It is of interest to say that Alarcon's *Sombrero de Tres Picos*, used one semester, yielded four playlets, composed and performed by the Workshop students. The other point arising now is relative to the amount of foreign language a student must have mastered before he can be submitted to the Workshop method. The answer is obviously a debatable one. But if early results in articulation are based on a sense of humility, then the student may be inducted very early in his language study, say as early as the second semester. At the end of the first year, then, if objectives are fixed on a humble scale, students can go a long way toward the mastery of the spoken word. And, success, perforce, is contingent on the instructor's store of energy and patience, any amount of which thrown in produces gratifying and flattering results. At this moment, the thought arises as to how much personal effort the instructor must put into the Workshop method, all along the line, from elementary to graduate classes. The answer to this is

simple: to instructors, and this may be repeated, who feel deeply the responsibility of pedagogy toward youth, no amount of time spent extra-curricularly can be too much, nor efforts ever exhausting, for this can only shape itself into a labor of love. Let it be said in passing that, indeed, much time must be spent in extra-curricular work in forming spoken language programs,—and some of the work may well be carried on in the instructor's home, for in these fireside seminars (if the term does not offend), lasting impressions are gleaned. Indeed, the impact of extra-curricular work with its cordial atmosphere may have a beneficent influence on the tastes, the attitudes, and the aspirations of the students. Fireside seminars, with their informal atmosphere, tend to raise the student to the dignity of a human being, and in this contagious air of comradeship, he may emerge a life-long friend, a devotee, if not a college major in language. However, this article was not intended to dwell at length on the extra-curricular phase of the Workshop, a matter, solvable only by the enthusiasm and wisdom of the instructor. And now, on to the actual function of the Workshop.

Modus Operandi

Needless to repeat here the excellent medium that the "round table" has yielded as an experiment in language to stimulate thought and articulation. Along with its kindred exercises, the debate and the forum, the "round table" may draw from countless current vital and controversial topics, among which may be selected those on education, civic, national and international politics, not to mention many others stemming from music, drama, and other arts. In the Workshop experiments the ideal "round table" was made up of four persons, one acting as a moderator. The most spirited debates called for two debaters and sometimes four, and, as usual, an additional person acting as moderator. No limitations were placed as to those that took part in forum discussions, but small groups were found to be more manageable. The topics were selected or suggested¹ at the very beginning of the semester, the students for the most part volunteering to join one form of discussion or another, and indicating as well which particular phase of the topic was to his or her liking. To be sure, some of the students need prodding and encouragement to join the discussion groups, and with a little coaching, they usually emerge from timidity and inhibitions and proceed on their own momentum. The discussions were scheduled for once or twice a week, and at an appointed time, each group handed in formal speeches of two to three minutes duration. The instructor corrected and criticized the speeches from every angle, thought, composition, syntax and grammar. In due time a rehearsal was called for matters

¹ "Our Military Government in Germany," "The United Nations," "Our Inter-American Policy," "Can We Survive the Super-Atomic Bomb?" were but four of the numerous exciting topics discussed or debated the past semester.

of delivery, diction, and other points of public speaking. It is at these rehearsals that conversations and summations are organized to follow the formal speeches. When the speeches are two or three minutes in length the student is expected to deliver them from memory, and for longer ones, he may be permitted to have a few notes on a card. Needless to say that when a student delivers his speeches from memory he is forced to place extra care and emphasis on his enunciation and pronunciation. It falls on the discretion of the instructor to get maximum values in articulation and exactitude without instilling in the student nervousness and inhibitions, nor stunting the freshness and vitality of students' delivery by over-insistence on minor points of grammar and pronunciation. Debates, forums, orations, or other forms of public speaking, may likewise undergo the same process of sublimation before they are presented before a class or an audience.

A functional Workshop, of course, should be equipped with a stage or platform for all public and class presentations. But in the absence of a platform, the principals of every discussion group must face the audience at the head of the class. The actual speeches and conversations at the table may last from fifteen to twenty minutes, following which the moderator or the instructor (who acts at all times also as moderator) opens the discussion to the class or audience. Here the spontaneous use of language sets in both for the class and the participants at the table. In this crisscrossing of questions and answers, the instructor must adroitly restate badly expressed statements, correcting at the same time errors of grammar and pronunciations. Or he may, when the discussion lags, adeptly inject a line of thought to stimulate or point up the discussion. In this spontaneous use of language many unpredictable, comic or hilarious situations keep bobbing up to enliven the assembly. Or the reverse may be true when in all seriousness, timely and impassioned statements are made that gain the respect and admiration of all present. The instructor should never miss an opportunity to instill in these discussions good, logical and sincere thinking; he should at all times inspire the exercises with a sense of humility and dignity.

To vary the exercises, occasionally a student may be asked to give a lecture on some specialty or hobby. One such lecture that has proved to be immensely enjoyable every semester is on South American music and rhythm. The lecturer makes use of records or instruments, and sometimes is aided by a chorus. From time to time, but sparingly, debates may be held on facetious topics to add versatility and gaiety, as well as to relieve, at given moments, the strain of classroom work. For example, "Dutch Treat" and "Blind Dates," Classical Music versus "Boogie-Woogie" are among some subjects that lent themselves to light treatment, along with the curious job of finding cognates and equivalents of slang and popular terms which defy translation. Incidentally, while speaking of terms and transla-

tion, these Workshop discussions on varied topics give students an oral-aural appreciation of proper names, geographic countries and places, governmental terms, a technicological or international vocabulary which otherwise may be neglected.

The Workshop and Its Identity with College and Community

Twice a semester, but surely not less than once a semester, the Workshop prepares one all-out "social" presentation of language in the form of a program of a more universal appeal which may be held for the college in general. For specialized programs the Workshop must rely on its more enthusiastic members to assume the bulk of the burdens, for they constitute the *esprit de corps* and are the indefatigable "workers," as also the most talented. These more ambitious students may then be split into two units, conveniently called here, the Workshop Players and the Workshop Chorus. The latter group constantly studies and rehearses the music, the folklore and songs of foreign countries, and the Workshop Players compose, adapt,² rehearse, and perform playlets, farces and "skits." It is in the extra-curricular activities of these two groups that the Workshop method reaps its greatest rewards and results, for this type of language work calls for constant striving for perfection (any public performance in the offing yields, *ipso facto*, what may be called auto-motivation). The reproduction here of an "all-social" language program, recently evolved by the Workshop will convey an idea of what may be of interest not only to language classes but to the college as a whole:

THE LANGUAGE WORKSHOP PRESENTS A SPANISH
PROGRAM AND MUSIC

THURSDAY, MAY 23, 1946

Master of Ceremonies (One of the Workshop students)

I

Te quiero Workshop Chorus

II

Brasil Baritone Solo and Workshop Chorus

III

Amor Baritone Solo

IV

An Oration—"Las Naciones

Unidas" (A Workshop Student)

² Almost any novel, short story, or play will yield situations that may interest the student to adapt or compose. For out-and-out farces and "skits" the Workshop Players have found ample material for travesty from radio programs and the "movies."

V

A Farce in Four Scenes Composed and Staged by the Workshop Players

"El consejo bueno, o, la hora de buena voluntad del señor Agosta"

And now, what sort of program can the Workshop offer to the College and to the community? This point will, of necessity, be variable to geographic localities, and, urban districts will have an edge in assembling distinguished personalities to serve the college and community in impressive ceremonies. Suffice it to state here that the Language Workshop will integrate, next season, in its regular activities, a Pan-American Day Exercise and a United Nations Peace Day. One need not conjure up the difficulties, the sweat, and, yes, even the expenses that arise in programs to be evolved before a thousand, two thousand, or three thousand people. Ultimately, however, it behooves a workshop to assume the burdens to promote yearly programs of a more loftier nature. Certainly, a ceremony of this type, if it is to carry the impress of dignity and worthiness, must make utmost demands of good taste and effectiveness. For these ceremonies, personalia may be gathered without too much difficulty from ambassadorial, consular, governmental, civic, educational, and other professional channels. The Workshop recommends that these ceremonies constitute the highlights of its activities, for, it is the duty of "language" to facilitate, as well as to foster the means toward a better understanding of international problems.

Audio-visual Implementation

A functional and well-appointed Workshop must be implemented, of course, with audio-visual apparatus, of which the sound projector³ and the recording machine will inevitably be the most used units. Sound-proof, projection and recording booths are valuable adjuncts for maximum efficiency in the showing of films and making recordings. Judicious and strategic use of audio-visual equipment, particularly the projector, does much to give added vim and motivation to classes in language. As for films with foreign sound-track, no detailing needs to be entered here, for it is a well-known fact that many exchanges and film libraries exist in various parts of the country, literally stocked with hundreds of full-length films in foreign languages, travelogues, technical, scientific and commercial subjects, endless educational and news items, the "quickies" and cartoons. Acquisition of films either for renting or purchasing is extremely reasonable, as for example, the films recently released by the State Department (formerly identified with the Office of the Coordinator of Inter-American Affairs and the Office of War Information) may be rented from film libraries for as low

³ Bell & Howe, De Vry, Victor, Ampro are all reliable projectors with sound, selling at about \$450.00 each.

as fifty cents. The Workshop has found that the showing of foreign language films has always been a pleasurable and profitable medium, but, by and large, however, a student's alertness and his willingness to listen attentively are greatly enhanced if every showing is followed by a spirited discussion in the foreign language. Too many and pointless showing of films may render effectiveness too diffuse,—the Workshop found, therefore, that a half dozen showings a semester at well-timed intervals will enliven the curriculum and keep interest at high pitch. The recording machine does a yeoman's job in the reproduction of "round tables," debates, speeches, and other forms of articulation. These recordings offer invaluable lessons to the students for correction of speech defects, for sins against pronunciation and diction, and other "post-mortems." The recording machine will stock up an oral library, as it were, for future reference, and more specifically, for use in inducting new students to the Workshop methods. Then there is the phenomenal compactness and easily maneuverable Maurer Camera which not only films a "round table" or speech or a dramatic scene, but also reproduces the sound-track at the same time. Though its price of some forty-five hundred dollars is somewhat prohibitive except for colleges with better endowments, this camera with sound, just released for civilian use, will prove to be the most valuable of all educational audio-visual aids. Adaptable for multiple use in a college as a whole, this camera plus sound-track will offer for the first time an audio-visual reproduction of any exercise in which students may hear and view themselves in action, for ultimate correctives in matters of mannerisms, poise, and articulation. And, by no straining of the imagination, one can easily appreciate the varied documentary uses for films with sound on any performance or ceremony, stored in the "oral library" for future educational purposes. Within reach of the meekest budget, however, any workshop can acquire a short-wave radio, the phonograph, and the ever-reliable slide-projector, so well assembled these days.

Miscellany and Conclusion

Doubtless, many questions as to the manner and means of projecting this Workshop method may have had to go unanswered, for space will not permit a detailed and long-drawn-out compilation of the experiments by trial and elimination in the past six years. On the other hand, it is hoped that this sketchy panorama on the Workshop method may interest those language instructors who would step aside from the traditional paths of language instruction and make use of the Workshop experiments to focus language much more toward the articulate and social basis as an ultimate service to Education.

Simply for matter of record, it may be mentioned that the Workshop had already experimented several years in the "social presentation" of language study, when the ASTP (so-called Army method) came into being.

The Workshop and the Army methods have a very strong common denominator, in that much more emphasis is laid on the spoken language, and oral-aural exercises, as against the more passive acquisition of language in the reading and translation of texts. Considered from every angle, however, the Workshop method emerges as more flexible and versatile, as well as more consonant with the ideals of civilian college life. Whereas the army method, in a period of great emergency, got results from the "do or die" attitude of the trainees, the Workshop depends more to achieve results from spontaneity and the "social focussing" of language study among civilian college students. Then, too, by virtue of its adaptability, the Workshop method runs less risk of becoming dated.

Now, and lastly, a word to the physical aspect of a workshop. An ideal one, of course, would consist of a sizable, professional lecture room, well-appointed and functional with a small stage or platform, with sound-proof projection, rehearsal and recording booths. The workshop could also serve at certain times of the day or week as an Inter-American and Foreign Language library with suitable disposition of dictionaries, foreign texts, periodicals and magazines of various countries. Thus, the workshop, as a library on foreign fields could offer valuable service to the college in general, and once again, would contribute toward the higher meaning of Education.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

Can the Hare Win?

(A PLEA FOR LESS HASTE IN FOREIGN LANGUAGE LEARNING)

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Author's summary.—There are dangers facing the new intensive language course if students and administrators should take it to mean rapid fulfillment of language requirements rather than a sound foundation for serious, long range language study.)

MANY articles have been written concerning the Army Specialized Training method of teaching foreign languages. These have given a real impetus to language learning and at the same time have shown proof of a certain "examen de conscience," of house clearing and rejuvenation in foreign language instruction. If in adopting the AST program with its emphasis on the oral approach universities have given a boost to the direct or Berlitz method, this is certainly a welcome sign in the opinion of those who have always believed that language learning should result in the acquisition of an active instrument of communication, and not in a mere passive reading knowledge. A report such as the Official Survey of the Special Committee on AST language program, which brought to general and professional attention the Army's emphasis on the oral approach to language study, the expediency of small classes, and numerous hours of drill, the use of the supplementary aids that Science has put within the reach of the language teacher, was bequeathing foreign language instruction a most precious document.

But unfortunately some of the suggestions made concerning the transfer of such methodology to the academic curriculum in the form of "intensive" courses may lead to misunderstandings dangerous to the future reputation of the intensive program. Institutions have vied with each other in introducing such courses in the university language curriculum, and reports have already been made of the success of such programs now operating. The recommendation of the Special Committee is that wherever possible the intensive course, particularly on the beginners' level, be instituted in colleges alongside the old course of study: "The student elects to take two units of language during each of two terms, this to be considered the intensive course. At the end of the intensive course (that is, after two terms) he will have satisfied a two-year language requirement. After its completion he may elect a regular course offered by the language department concerned if he wishes, but such a course will not be part of the two-year requirement." It is suggested that this short intensive course could be considered the equiv-

alent of the normal two-year course, and the implication is that the results for the student will be infinitely better. So far this is a pure deduction made by comparing the generally good results of the late AST course with general two-year attainment of college students. Soon, however, we shall be seeing reports of scientifically conducted objective examinations comparing the achievement of students in the old and the new course. And it is pretty safe to state *a priori* that the results will be most flattering to the intensive course, for they will be measuring *immediate* results. And therein lies the danger! Such data may encourage a tendency, particularly among administrators interested in post-war continuance of accelerated programs, to overlook the factor of assimilation so essential to any permanent acquisition of a foreign language, and so incompatible with learning *fast*. The intensive language class could easily become for some students a cram course producing marvelous immediate results and poor lasting ones.

When the Army originally initiated the program it was with the intention of sending the trainees immediately to the country whose language they were studying. Plans were evidently somewhat reversed and the result, though catastrophic to many a soldier linguist, gave many of those who were engaged in the teaching of the intensive program information other than the obvious one of good immediate results.

The present writer had the opportunity of teaching not only a regular advanced group of AST students in French but also in participating in the last few weeks of the program in an experimental "9L" course which was an attempt to introduce the intensive method on an even more advanced level of instruction with those trainees who might be considered the cream of the crop. These "9L" students were able at the time of the disruption of the program to read and discuss major contemporary writers of France and express personal opinions on political problems posed in these works. In other words, the use of the foreign language had almost become an automatic tool in the expression of thought and not a mere end in itself. It might be added that the written work of these students was quite as "amazing" as the oral, although no particular emphasis had been placed on this aspect of language learning.

After leaving the University many of the students, both 9L and less advanced ones, kept up a correspondence. At first the letters continued to confirm our opinion that the results were remarkable, but little by little came the "decadence" and many of these trainees—although certain that with some review it would all come back to them—ceased writing in a French which they knew was getting more and more incorrect. As one of them put it: "4 juin '44—j'ai écrit cette oeuvre sans réflexion ou correction. Voyez l'endommagement que trois mois ont fait, c'est seulement trois mois mais il me semble si loin." And a little later: "July 30 '44—Yes, this is another letter, I couldn't finish the first (in French). I read it

over, something I rarely do and was tempted to tear it up. I reconsidered however because I don't want to fool you. That is the way I write French now. Each time I write I will give you a sample so you can follow the steps of my decline. When I reach the stage when *hors d'oeuvre* means out of work I will quit." Another soldier writing in Feb. '45 confessed how bad his oral French was beginning to sound but added: "I do feel, however, that an unshakeable foundation is there and with a bit of intensive practice again any one of us from the group would be right back up to *par*, don't you?"

On the other hand, a number of the trainees who were sent directly to France, and kept up their practice show improvement with every consecutive letter and now rank above many a student who was better while taking the intensive course, but who failed to get overseas immediately. Here is an example of a letter from a trainee who was average in the classroom, but who had the good fortune to be sent to France soon after taking the course:

Je suis heureusement de nouveau en France, après avoir passé deux semaines au pays ennemi. Et bien que j'aie aimé beaucoup les Belges et leur pays, je dois admettre maintenant avoir une préférence pour la France. Récemment j'ai fait la connaissance de plusieurs familles ici dans cette ville (que je ne peux pas identifier). Toujours sans trop de chance, je peux dire que ce n'est pas Paris, où je ne suis resté qu'une demi-heure. Je suis dans cette ville depuis presque trois mois, et c'est une grande différence qu'autrefois (sic) ou je voyageais tous (sic) les trois semaines sans pouvoir bien connaître les gens du pays.

Le travail (je trouve quelquefois très monotone, mais en tout cas je sais bien que c'est mieux de travailler loin de (sic) front, sans beaucoup trop d'événements. Au moins je préfère rester en arrière pendant l'hiver et pouvoir pratiquer mon français . . .

La semaine passée j'ai reçu pour la première fois dans (sic) des mois des nouvelles de vos anciens élèves, mes copains à Syracuse. E. J. doit être en France, mais je ne sais pas où. Je lui ai écrit que j'espère bien qu'il aura l'occasion de parler français avant oublier (sic) tout ce qu'il a appris pendant ces sept mois d'études concentrées.

En terminant, je voudrais vous remercier pour les éloges (que je ne mérite pas) et vous souhaiter bonne chance dans votre travail. Moi aussi j'espère voir bientôt la fin de la guerre.

Recevez, s'il vous plaît, mes meilleurs sentiments.

L.M.

Here is some proof that the intensive method achieved its purpose where its primary aim was realized: sending the trainee to the foreign country immediately upon completion of the course. But without the follow-up of continued practice in natural surroundings it proved inadequate as a means of attaining a permanent language skill. And this is no criticism, since the Army never claimed to be giving the trainee a permanent knowledge of a foreign language in nine months if the practice were to cease completely at the end of that period.

But in carrying over the method into the university curriculum we may make the mistake of considering it a means of giving the student who will have no immediate prospects of going abroad a firm linguistic foundation.

Nine months of training intensively may suggest greater efficiency than the normal two-year course, but this attainment can easily prove superficial if the student discontinues his language study at the end of such a short time. The unlearning process will be much faster for him than for the student who has sweated, not so intensively perhaps, but for a longer time.

Can we deny to ourselves and our students that learning a foreign language is after all a "blood, sweat and tears" ordeal if anything resembling a sound foundation is to be laid? Can we forget that even as in learning to play a musical instrument interminable scales must bring into the fingers of the musician the same notes over and over again during a period of many years, the same time element is needed for the tongue and ear to learn the new words. In judging how advanced a young pianist is, the important questions are: "how young were you when you began? how long have you been studying?" and not: "How many lessons a week did you take?" And before he can play a tricky, brilliant piece of Shostakovich music the pianist must have gone through the long monotonous school of Bach. Likewise, quick, sparkling conversation filled with the latest colloquialisms can at best be a flash in the pan, a short-lived feat, for the student who has not first learned to say it grammatically and classically with Corneille, Molière, Racine. For with all the streamlined methods and short cuts of today it is these who are his true masters if he wishes to put his learning on a sounder basis than the minimum requirements have given him up to now. It is in these texts that with constant repetition he can hope to wear out to polished jewels the fundamental word and form heritage of the French language. It is only if along with the oral approach, encouraged by the popularity of the AST method, the student pursues his studies till he can read and recite Corneille, Pascal, Voltaire, Hugo, that the intensive form will give far-reaching benefits. It need hardly be stated that despite the multitudinous hours squeezed into a semester, Corneille cannot be brought within the orbit of a short intensive course any more than within a regular two-year course. It would be, in our opinion, only high pressure salesmanship, not to say downright charlatanism, to persuade a student that a year of intensive language work is technically the equivalent of a two-year normal course but promising of better results, unless he is made to understand at the same time that in electing the intensive course *he is expected to take more than a short-term lease on language study*. It seems to us that the best results from the "intensive" method will be gained by those institutions which take this precaution and encourage the Army method's stress on oral approach, smaller classes, technical aids such as films and recordings, rather than the *condensed* nature of the course.

One way to forestall some of these dangers and misunderstandings might be to choose very carefully the "intensive students" through personal interviews with them preliminary to registration, in the course of which the

instructors in charge could to some extent at least find out whether the candidates are really interested in pursuing language study beyond a year of intensive training or are merely seeking an accelerated way out of their language requirements. Through such interviews potential majors could also be singled out early in their college career and given more encouragement and a better foundation for their future language work.

Furthermore, these preliminary intensive courses might then be followed up by special advanced courses open only to these "intensive" students, in which they might have an opportunity to develop the quickly acquired knowledge through more extensive readings in the foreign literature, enrich the rapidly learned vocabulary through *explications de texte*, and put their fluency on a sounder basis through literary discussions.

In short, let us not fall into a materialistic approach to language study; let us not forget that the educational aim of language study is more broad than the military objective set of necessity by the Army classes! Let us not deny that languages are an important part of the liberal arts tradition in education, which is finding itself in a more and more precarious position every day. But the reaction against acceleration in general will some day be felt, if it isn't being felt already; it would certainly be to our disadvantage to have intensive language study fall among those courses which may be brought under fire. It would be much more beneficial to the future of language study for us language teachers to acknowledge that mastery of a foreign language can be achieved only through a capacity for taking infinite pains for a long period of time. It might, therefore, be better for us to bend our efforts toward making administrators realize that the study of foreign languages should be introduced early in the student's career and be continued for a longer period of time—even if it means fewer recitations per week. Success then would indeed be of a more permanent nature than if the student were to wait and suddenly with last minute intensive effort try to make up for time lost. It is the tortoise and not the hare that will in the long run prove the more successful language student:

"Rien ne sert de courir; il faut partir à point."

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

*Some Observations on the Relationship Between Mental Ability and Achievement in French**

ARTHUR GIBBON BOVÉE AND GUSTAV J. FROELICH

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(*Author's summary.*—The authors have compared the Binet I.Q. of 451 students with their achievement in French as indicated by the French Cooperative Test. The prognosis value of the Binet I.Q. is questioned. The resulting data indicate clearly that certain factors in the process of learning French—particularly in beginning classes—are not explored by the Binet intelligence quotient.)

THIS lad has an intelligence quotient of 173. He does well in his other studies. How do you explain his poor showing in the French class?" asked the principal of the University of Chicago Laboratory School.

"He has been subject to the same kind of instruction which has proved to be successful over a long period; as a matter of fact, he has been the recipient of extra help. Perhaps some factor other than intelligence is involved," replied the instructor. The instructor continued, "You may also recall those two cases we had last year—a boy with an I.Q. of 162 and a girl with a mental rating of 161. Both were weak in French, in spite of the special attention given to them."

In consequence of this conversation it was decided to study the relationship between mental-ability ratings and achievement in French for the pupils enrolled in the Laboratory School of the University of Chicago. Data for 279 first-year pupils and 172 second-year pupils were available. These data consisted of Binet intelligence quotients (Form L) and end-of-the-year scores on the Cooperative French Test.

The 1937 revision of the Stanford-Binet Scale, Form L, utilizes the assumptions, methods, and principles of the age scale as conceived by Binet. It has been the most widely used scale for all-around clinical appraisal of a subject's intellectual level. Besides being an "intelligence test," it is a method of interview which calls forth the subject's natural responses to a large variety of standardized situations. Among the items are analogies, opposites, reading comprehension, vocabulary, similarities and differences, verbal and pictorial completion, absurdities, drawing designs from copy and from memory, memory for meaningful materials, and memory for digits.

The Cooperative French Test yields a composite index of achievement in French (reading, vocabulary, and grammar) based on (1) ability to get the

* Reprinted through the courtesy of *The School Review*, published by the University of Chicago.

thought from the printed page without recourse to translation (the pupil responds to multiple-choice statements given in French); (2) knowledge of vocabulary (the elementary form of the test offers a multiple choice of English words in definition of the given French vocabulary, and the advanced test gives French words from which a synonym is to be selected); and (3) a knowledge of French grammar (completion of French sentences with one of a number of given possible alternatives, an English translation being given for the French sentence). Oral and aural facility are not tested, and the sampling of idioms could be more extensive. Nevertheless, it is felt that the Cooperative French Test is a fair measure of achievement in French as taught in the Laboratory School.

Different forms of the Cooperative Test were used from year to year, but this change does not affect the validity of this study. Because of the unique system of "scale scores" devised for the Cooperative tests, it is possible to make direct comparisons from one test form to another, as well as to use the accumulation of data from several tests in a master tabulation.

The scale-scores technique provides equality of units throughout the scale; that is, the units are "equal" in the sense that the distribution of scores for pupils at various levels tends to be similar and approximately normal. A score of 50 on this scale represents the score which the average child would make at the end of the particular course if he had attended an average school and had taken the usual amount of the subject in question. The size of the scale-score unit is similar for all tests; it is equivalent to one-tenth of the standard deviation of the distribution of scores of an unselected group.

In this particular study it is our purpose to make comparisons involving pupils of varying mental-ability levels, rather than comparisons with a national norm.

The reliability coefficients of the Cooperative French Tests used are better than .90 for the total test score. Standard errors of measurement of the total score (scale score) approximate three points for the elementary test and two points for the advanced test. The median correlation coefficient (of sixteen coefficients) between Cooperative French Tests and psychological examinations is .52.

A cursory examination of the records of the Laboratory School pupils indicated gross discrepancies between mental ability and achievement in the study of French. The selected cases shown in Table I are illustrative of such discrepancies.

These cases, although too few in number to warrant definite conclusions, tend to raise the question of the validity of predicting success in a high-school French class on the basis of mental-ability ratings. As a further analysis, Binet intelligence quotients were correlated with end-of-the-year Cooperative French Test scale scores. This was done separately for first-

year pupils and for second-year pupils. In addition, separate correlations were made for approximately the highest and the lowest 10 per cent in each of these two groups, selected on the basis of the Cooperative Test scale score. That is to say, separate correlations between achievement and mental

TABLE 1
INTELLIGENCE QUOTIENTS AND SCALE SCORES ON COOPERATIVE FRENCH
TEST OF PUPILS WHOSE ACHIEVEMENT WAS NOT
COMMENSURATE WITH INTELLIGENCE*

Pupil	Binet Intelligence Quotient	Score on French Test	Pupil	Binet Intelligence Quotient	Score on French Test
Group with high mental ability and mediocre achievement:			Group with low mental ability and superior achievement—cont.:		
1.....	173	43	20.....	108	63
2.....	162	45	21.....	108	69
3.....	161	40	22.....	109	64
4.....	160	39	23.....	109	66
5.....	158	46	24.....	109	71
6.....	155	38	25.....	109	72
7.....	155	40	26.....	110	64
8.....	154	44	27.....	111	62
9.....	151	35	28.....	112	62
10.....	147	36	29.....	115	74
11.....	138	30	Group with average mental ability and outstanding achievement:		
12.....	136	31	30.....	128	66
13.....	134	25	31.....	131	72
14.....	133	28	32.....	132	68
Group with low mental ability and superior achievement:			33.....	132	77
15.....	98	51	34.....	133	72
16.....	101	56	35.....	133	65
17.....	101	66	36.....	135	68
18.....	104	61	37.....	135	70
19.....	104	66	38.....	138	78

* The median Binet intelligence quotient of Laboratory School pupils in French classes has been virtually constant at 139 for five years.

ability were made for (1) the thirty-two first-year pupils scoring highest on the Cooperative French Test and (2) the thirty-one first-year pupils scoring lowest on the Cooperative French Test. Similar separate correlations were made for (3) the thirty-one second-year pupils scoring highest on the Cooperative Test and (4) the thirty-one second-year pupils scoring lowest on the Cooperative Test. The obtained correlations are shown in Table 2.

The data presented in this table indicate clearly that certain factors in the process of learning French are not explored by the Binet intelligence quotient. Specifically, the following inferences can be made.

1. For large groups of pupils, the relationship between Binet intelligence quotients and end-of-the-year Cooperative French Test scores is approxi-

TABLE 2
CORRELATIONS BETWEEN INTELLIGENCE QUOTIENTS AND SCALE SCORES ON
COOPERATIVE FRENCH TESTS FOR FIRST- AND SECOND-YEAR PUPILS

Group for Which Correlations Made	Num- ber of Pupils	Corre- lation	Group for Which Correlations Made	Num- ber of Pupils	Corre- lation
First-year pupils:			Second-year pupils:		
Entire group.....	279	.46	Entire group.....	172	.45
"Strongest" French pupils	32	.18	"Strongest" French pupils	31	.59
"Weakest" French pupils.	31	.65	"Weakest" French pupils.	31	.51

mately the same for first- and second-year pupils. A correlation coefficient of .45-.46 represents a predictive efficiency of 37 per cent in excess of a "chance guess" and a predictive efficiency of 11 per cent in excess of predicting the class median achievement in French. This degree of relationship is not significantly different from that generally found to exist between intelligence-test scores and achievement-test scores in most other subject areas.

2. Extremely "weak" achievement in French—in both first and second year—is rather closely related to intelligence. Coefficients of .65 and .51 are all the more remarkable in consideration of the fact that the "weak" groups are highly homogeneous.

3. Exceptionally "strong" achievement in first-year French was found to have only a negligible relationship to mental ability. In these cases, therefore, factors of motivation are probably more important than, or at least as important as, native mental ability.

4. At the end of the second year of the study of French, however, when the instruction is less routine, the "weak" pupils are again relatively closely identified with their mental-ability rating.

For the counselor and teacher, the implication is that it might be unwise to assume that a low intelligence quotient definitely precludes the possibility of initial success in the study of French. For advanced courses, however, where individual initiative plays an increasingly important role, much more attention should be given to mental-ability ratings when counseling the continuation of work in French.

A Reexamination of Objectives in Teaching Spanish

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(*Author's summary.*—The recent trend toward more Spanish, especially spoken, fails to reckon cost or value. Basic error is failure to recognize complexity of the problem. Courses should reflect interests and abilities of students, geographical location of school. Emphasis on reading and civilization with some spoken and written work offers highest yield for modest investment, best integrates into a general cultural program.)

SPANISH is riding the crest of a wave of popularity. For years victim of the American isolationist outlook toward anything foreign, as well as our native scorn for "unnecessary" other languages, it has now come into its own. Teachers see a heavensent opportunity to offset the gains made by the sciences and "practical" subjects. The humanities have been gradually stifled, Greek and Latin removed as requirements from the curriculum, and indeed the modern languages given good cause to worry. But it is going to be different now. Strike while the iron is hot. Broaden the scope and improve the quality of the Spanish taught in our universities and colleges; especially emphasize more strongly the spoken language. Such a program has either been established or is being projected in almost all our colleges.

Advocates of this new plan are seconded by various malcontents, dissatisfied with the old style systems. With them the tedious grammatical aspects hitherto considered unavoidable would be eliminated. Principal if not total emphasis would fall on the spoken language, to be mastered—or half mastered—by divers unorthodox means.

Some envision Spanish as the coming international language, or see travel in and commerce with South and Central America assuming enormous proportions. Others consider the nations to the south our natural friends. As a gesture of good neighborliness, we should have every high school and college student speaking Spanish like a native (especially if it is as simple to master as the new streamlined efficiency assures it is).

In general these various groups feel spoken Spanish to be the desideratum, though some, principally from the ranks of the regular teaching profession, would pay attention as well to culture and civilization. The arguments and proposals have varied greatly in their merits. Many laymen have been misled by nonsense written in the popular magazines about revolutionary discoveries in language teaching. Indeed, if we are to believe the articles, most previous methods were largely a waste of time to student and teacher alike. And yet, some of the suggestions for improvement, com-

ing from experienced teachers, have been quite sound and the objections to the previous systems unexceptionable.

Let the present writer say at the outset that he is not defending in the absolute the quality or the extent of the Spanish acquired by college students in the past. It has been in general hardly creditable. His first impulse is to agree with the reformers and asseverate the need for more and better Spanish. Any teacher, surely, would be proud to develop students who could speak with reasonable fluency and correctness of intonation and pronunciation; write a respectable page of prose; read without the necessity of translating every word into English, mentally if not orally; and finally, have a sympathetic understanding of the culture and viewpoint of the Spanish-speaking world. Such students are rarely produced in our classes today.

It is a sore temptation to ask: why not set up specifications that would insure such students? Why even stop with spoken Spanish? Why not add to a rigorous direct method program a strong dose of cultural material? But, before taking up the crusade, we had better ask ourselves what are our chances of success and what right we have to demand of the student the time and application necessary to make such a project a reality.

Those enamored of short cuts and favoring spoken Spanish as the primary objective may deem the program over ambitious. Yet, we dare say, it would satisfy most. It would please the teacher, who would see vistas of unending opportunity for his profession; it would flatter the business man, good neighbor, and layman avid of results and unaware of the cost. In fact, it would consider the feelings of almost everyone except those of that perennially neglected factor in the educational equation: the student. Is it worth the effort to him? Would the results justify the greatly increased effort on his part? In his later life could he look back upon his training and pronounce it of lasting value? If he says no, the teacher will be in the unenviable position of having asked more of him and perhaps given relatively less in return. Is it worth while to the student? Should we be less exacting, should we stress one or another phase of the language work, and what phase? Should it be spoken Spanish, or should we be satisfied with the old ideal of the reading knowledge, today under such severe fire? The crux of the difficulty lies in the failure of so many would-be reformers to see that the question is not a simple one but quite complex. The need for Spanish in amount and kind, and the probability of successfully meeting whatever standards are selected, may vary greatly with the student, school, and section of the country. In a word, we must tailor the course to fit the needs and the materials. Let us analyze the problem in greater detail.

I

First, and most obviously, we must consider the quality of the student and the school. Colleges with rigid entrance requirements and a highly se-

lected student body can set higher standards than, let us say, a state university that must admit for at least one term any state high school graduate. Whatever result a belated weeding out may have, the poorer students represent an initial drag on freshman classes, in which category lies most elementary Spanish.

Secondly, it seems unfair, if we are to initiate a more comprehensive language program, to lump with future majors or minors, the casual student who elects Spanish simply to satisfy the foreign language requirement. Then, too, there is the problem of technical schools, or students majoring in fields such as engineering and chemistry. It is only to be expected that such students would not desire—nor have time for—very extensive work in the humanities in general. To force those schools or students to compete with liberal arts majors would be inequitable. On the other hand specific individuals among the civil or mining engineers might have a real need for a course emphasizing practical spoken Spanish and very little else.

Thirdly, if not a *sine qua non*, native teachers, Spanish "*casas*," as well as adequate phonetic equipment, recording machines, facilities for projecting Spanish films, etc., make oral work vital and satisfactory. Schools deficient in these facilities might well consider giving spoken Spanish a more minor rôle.

A fourth point is the time element. In colleges where the language requirement is only four semesters of three classes a week, far less can be accomplished than in a program calling, let us say, for three full years. Another often neglected side to the time factor is the acceleration of language acquisition. In high or preparatory schools, a pupil learns in two years of five classes a week what he is expected to assimilate in one college year, meeting three times a week. Though a college student may work harder, he does not learn appreciably faster than when in high school. Class drill is less, repetition—so necessary in language work, especially in the spoken language—is less, and results must perforce be less.

Finally, a still more important problem arises from the tendency to disregard geography. For example, the value of spoken Spanish to a group of students in northern Minnesota is scarcely the same as to a similar group in Miami, Florida, or San Diego, California, or Laredo, Texas. It might be German in Milwaukee or Italian in New York City. But the North in general finds little use for spoken Spanish outside of travel and business. The percentage of travelers and business men that might at some future date come from a Spanish class hardly justifies strong oral emphasis for the class as a whole, especially when one considers the effort necessary to attain and retain speaking ability. In the Southwest, to the contrary, all these objections are superfluous.

Since most of our arguments are aimed at a possible over-emphasis of the spoken language, perhaps we should answer at this point a certain objection that may be raised. It is not difficult to learn to speak a foreign

language, we are told, and any modest effort required is more than repaid by the student's feeling of actually mastering a living language. That successful students derive this sense of reality, no one would deny. It is an important factor and a highly desirable goal. But at the risk of contradiction we state flatly that it is not easy for the average student to learn to speak a language fluently, grammatically, idiomatically, and with an adequate generalized vocabulary at his disposal. All the plans formed to make acquisition of the spoken language easy depend on gaining facility at the expense of breadth and accuracy. Phonetic approximations are easier to master than exact sounds. But they are not Spanish and Spanish-speaking peoples do not appreciate hearing their native tongue mutilated. We can also postpone using the subjunctive and sidestep other grammatical *bêtes-noires*. We can strip vocabulary to a basic minimum. But we have not mastered a language because we feel at home with a few cut and dried words and expressions. Why do we not stop fooling ourselves? If we wish our students to attain an adequate speaking knowledge, we must give adequate time and attention. Let us not forget, either, that a smattering of language, especially the spoken language, is a very ephemeral thing. Only constant practice insures retention of language ability, and fluency is the reward of continual, immediate use. In view of the pleasure the average student seems to derive from knowing a few spoken words and phrases and considering the possible value such a knowledge may do him, we would not advocate a complete return to the reading objective. We simply plead for moderation. Let us not make spoken Spanish the primary goal unless specific conditions make it advisable and practicable.

Let us take as an example of all that we have been discussing the army language courses. Their success in the spoken languages is on the whole evident. On what does it depend? On revolutionary techniques and miraculous teaching? Although many laymen seem to think so, the army has never made any such claims. The system is quite simple. The basic, if not the sole, emphasis is on the spoken language. Selected students with a strong incentive to learn, work hours and hours, day in, day out upon a small vocabulary most useful to the particular group involved. There is constant repetition, recitation, and aural practice. Every device is resorted to, including the free use of native personnel. Once trained, the student is sent immediately to the country whose language he has learned, where he can begin to use and strengthen his newly acquired skill. There is no reason why such a program should not succeed admirably. But are the conditions duplicated in our civilian colleges? To the contrary, the incentive is less acute, the need is different, the time and energy that could be devoted to mastering the skill are far less. And most surely the results would be different. Finally, it is not at all certain that the type of training afforded—in kind or in intensity—is desirable for the average college language student. We have

already offered objections to strong emphasis on the spoken language. But that is not all. We might well consider whether the high pressure and goal of army programs and war demands are what we want to become the pattern for peacetime civilian courses. At present there is a strong tendency to answer in the affirmative. Again and again we hear condemnations of laxness, of the leisurely absorption of learning characteristic of prewar college life. Education would become a race track; intensive training with heavy schedules of twenty and twenty-five hours a semester the rule. It is the present writer's opinion that we will have to lighten the load again, if not to the extent of prewar days, at least far below present programs. We are not allowing time for education to take root in the student's mind, for the opportunity to expand interests in collateral fields, for relaxation and a modicum of amusement, for what Thomas Mann in his *Magic Mountain* called stock taking. Under a less intensive program it is questionable whether there will be a place for so strong an emphasis on the spoken language, to the detriment of other phases.

In sum, we consider that the type and extent of the Spanish offered should depend on several factors: 1) the quality of student and school; 2) the student's incentive or special interest, with a differentiation between majors and those merely fulfilling requirements, or between technical and liberal arts majors; 3) equipment and personnel; 4) the time element; 5) finally, and perhaps most important, geography. For many students, considerable sections of the country, and certain colleges, strong emphasis upon spoken Spanish is of dubious value and destined for mediocre success.

II

If it is admitted that a command of spoken Spanish is a luxury for many students, what is left? There is of course the written language. It is easier to teach than speaking, needs no special equipment, and depends for its effectiveness on no particular section of the country. On the other hand, its value is limited. A certain amount of writing is probably a help in reading, and, like speaking, a means of making a language alive. Yet it is a specialized ability when carried to any major extent. We would put it in the same category with the spoken language; indeed to the average student it is probably of even less value.

If, then, both the oral and the written language are denied, should we go further and eliminate entirely the language requirement for the bachelor's degree? Should we reserve language training for those who especially need it or voluntarily request it? Should we concentrate on these few and give them a truly thorough knowledge, oral and written, cultural as well as linguistic? Certainly such training should be available for those who demand it, and for that matter, already is in many of our schools today. But what of the other students? Should we abandon them completely? The

present writer considers that it would be folly to remove the language requirement (regardless of one's decision about the advisability of the oral approach). The foreign language—be it Spanish, French, German, Italian or other—deserves an integral place in the cultural program of every liberal arts student, but it merits inclusion for reasons quite independent of those usually alleged. Since they are reasons not always given, it will be helpful to consider them at some length.

Although too few students realize it and too few professors make it clear, the college curriculum is not meant to be a hodgepodge of unrelated facts and figures. Nor are the requirements in language, history, science, English designed to support parasites who teach "because they cannot do." If one studies astronomy or physics or chemistry, it is not—or should not be—simply to digest for their own sake a mass of laws and facts; rather should one take this particular science as an example of the scientific method in general. The veritable warp and woof of our modern lives is science. No one can consider himself truly educated who has not seen it in operation in at least one field. Study chemistry then, not so as to shine on one of our ubiquitous "quiz" programs, but to see the scientific method at work. Biology, usually presented as so many more facts to assimilate, is not simply one of the life sciences. Like geology, it exemplifies the doctrine of evolution, part and parcel of the modern scientific outlook. The social sciences help the student see man at work in society as history helps him relate the present to the past, place them in their proper perspective, and divine an infinitesimal bit of the future. Philosophy and religion typify man's delving into the abstract realms of pure thought. And languages? They offer two wonderful boons.

First and most obviously, the majority of them—surely Spanish—open the way to another great literature. This claim scarcely needs elaboration. The second boon, however, is not so universally recognized. And yet it is fundamental to such programs as our good neighbor policy, basic to our hope for a livable world following the recent holocaust.

If we are ever to regard the rest of the world fairly and with understanding, we must surely make that attempt through studying the civilization and culture of great peoples other than our own. A predominantly Anglo-Saxon, Protestant nation like ours can gain most from the contrast of a Catholic, Latin nation such as France or Spain. Possessors of great literatures, they afford the rare privilege of studying cultures so different from our own in settings of high artistic merit. And culture does not mean simply picturesque customs, or a little geography. It means far more: problems of a social, religious, economic, ethical, and moral nature; commerce, finance, trade, health, as well as dress and folkways. It may be argued: this is not the subject matter of language. This could be studied in English from travel books, from economic treatises. I beg to differ. Literature is not

written in a vacuum and cannot be properly read in one. Every novel, every play about people is at the same time a more or less revealing study of the native land of its characters. This is not just a minor part of the artistic work, but basic to its meaning. To study about a foreign people without knowing their language, without reading what they themselves have to say and write about their own customs and problems in the language that expresses their own way of regarding their surroundings, is indeed to "see through a glass darkly." There is no other open-sesame into a foreign culture than through its language.

Know at least one foreign culture, and you have gone far along the road of tolerance, understanding, cosmopolitanism in its noblest sense. And a sympathetic insight into the problems and solutions of other cultures is one of our surest guarantees against war, so largely a product of blind provincialism. Our present ties with and interest in Latin America make Spanish an easy choice, though it would defeat our own end, were we to shut the doors on French, or Italian, or Portuguese, or Russian, or even German, to name but a few.

III

What then shall our students learn? For the elite, an intensive well-rounded program, emphasizing cultural aspects and the spoken and written language, as well as the printed word. Let these few be our vanguards until such a time as a similar program is justified for all: that is, until the many are willing to devote the time and energy necessary to make the more ambitious program a success. Meanwhile, as a minimum, let us teach all our students to read well, that they may appreciate a great literature in the original and understand Spain and Spanish America through their novels, plays, poetry, their essays, and their journals and newspapers. Here is a skill that repays the resident of North Dakota as highly as one in Texas. He need not travel to Mexico to read *El Indio* and sympathize with the Indian's problems, nor mix in Argentinian politics to enjoy *La Prensa*. We teachers can do better work in reading than heretofore: improved techniques, better selected and prepared readers and moderately raised standards will assure it. Let us supply the cultural background for our reading, so often omitted in the past. Let us select texts for their high cultural, historical, social, and economic content as well as for their literary value. The pabulum forced down grown students in the past not only killed their interest and invited their scorn, but what was worse, was an unnecessary evil.

To this core of cultural reading, let us add at least a minimum of the spoken and written language, not only to aid in more accurate reading, but to arouse desire for further study, to enliven the course and lend it a sense of greater reality. The moderate use of simple, oral phrases of the "¿Cómo

está Vd.?" variety is justifiable if we remember that their deceptive ease of acquisition often arouses false hopes in the student. The eagerness which he displays for learning such expressions is no criterion of his willingness to master further and more difficult ones.

Emphasis on grammar and writing must be carefully regulated. Writing simple sentences is profitable. Involved phraseology and complex matters of style are only for specialists. The basic principles of grammar are necessary for intelligent comprehension of the written language. But grammar for its own sake is something else again. Finally, we should demand a reasonably accurate pronunciation. It may take long hours to train students to recite a foreign language by the page, but it is comparatively easy to teach the basic vowel consonant and tension differences between English and Spanish. The effort is well repaid. The thousands of Spanish words, phrases, and place names found in the United States, the expressions the student meets in his reading, the ability to go ahead with the spoken language at some later date—all these are sufficient reason for acquiring a satisfactory pronunciation.

A modest goal, this; a compromise. It will not satisfy the exacting. We ourselves would like to set our sights higher. We can but reiterate that a higher goal would require undue time and energy. The situation does not seem to justify it for the average student, and to demand it is to invite trouble. Doubtless we could force the measure through at present, when Spanish enjoys such widespread popularity.¹ But like doctors we must look to the future; it would not be pleasant to have to write "prognosis negative."

¹ Threat of a reaction may be found in the minor position accorded to the foreign languages in Harvard University's recent *General Education in a Free Society* (1945).

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

A Note on "Pochismo"

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(Author's summary.—The fact that U.S. Border Patrol Trainees are expected to learn many *pocho* expressions is a reflection of the widespread usage of this hybrid language in the Southwest. Despite opposition on the part of Mexican intellectuals, it is slowly but surely being accepted by even the most conservative Mexican newspapers).

PPOCHISMO, derived from *pocho*, an adjective which originally meant discolored, has now come to mean a type of popular slang in Mexico. In the evergrowing list of *pocho* expressions are many hybrid words, artificial combinations of English and Spanish. Indicative of its spread is the inclusion of many words of this type in a Spanish vocabulary list prepared for U. S. Border Patrol Trainees.¹ with the remark that "those words underlined are colloquialisms but are often used on the Mexican border and the officer will get better results if he understands them." Typical examples in this list are **bebi**, baby; **yaque**, jack; **diche**, ditch; **lonche**, lunch; **pene**, pen (penitentiary); **esteche**, stage; **traque**, track, and **huachar**, to watch.

Mexican intellectuals and conservatives have long endeavored to check the spread of this hybrid language, and even held an Anti-Pochismo week in August, 1944.² Such opposition is understandable and deserving of success when it centers on the use of hybrid terms for Spanish words that can adequately express a given situation. But it does not seem likely that the ultimate chances for success in combatting *pochismo* are very great. As our influence becomes more and more pronounced in Mexico, and as travel between the two nations becomes greater, *pochismo* seems destined to receive wider acceptance. This is especially true in matters pertaining to sports, for which there are few adequate terms in Spanish.

The account of a world series game published in *La Opinión*, a Spanish language newspaper of Los Angeles, on October 7, 1944, shows the great extent to which a hybrid combination of English and Spanish is used in a baseball write-up. There one finds such expressions as **base por bolas**, **llamar out**, **un wild pitch**, **un largo fly** and **un double play**. There are also words like **jit**, **faul**, **faulear**, **jom** and **tim**, in which the logical system of Spanish orthography has asserted itself.

One of the leaders of the Anti-Pochismo week of last year was Carlos Denegri of the newspaper *El Excelsior*. One would expect this influential,

¹ John G. Friar and George W. Kelly "Supplementary Vocabulary and Practice Material in Spanish for Border Patrol Trainees," El Paso, 1940. See also Alfred Bruce Gaarder "Notes on Some Spanish Terms in the Southwest," *Hispania*, XXVII, No. 5, Oct. 1944, pp. 330-334.

² "Gringo Lingo," *Newsweek*, Aug. 14, 1944, p. 76.

conservative publication to be one of the last to yield to **pochismo**. But a tabulation of the expressions used in its baseball write-ups for the past few months furnishes numerous expressions similar to those found in *La Opinión* of Los Angeles. Among them are **un hit**, **el home run**, **jugar extra-innings**, **el jardín central**, **el tercer strike**, **el wild-pitch** and **el match**. The "Box Score" begins **V C H O A** for **veces** (times at bat), **carreras**, **hits**, **outs** and **assists**, respectively, and lists **errores**, **dobles**, **home runs**, **double plays**, **dejados en bases**, **ponchados**, **hits** and **Umpire**.

But many words of **Pochismo** have crept in. In addition to **ponchados** (strikeouts), given above, one finds **el pitcheo**, pitching; **el bateador**, the batter; **embasarse**, to get on base; **el fildeo**, fielding; **fildear**, to field; **roletear**, to hit a grounder, and **pasbol**, passed ball.

When these words (which can be found also in the official newspaper *El Nacional*) are checked against the list published by Prof. Graydon S. De Land in 1940,³ we learn that **embasarse**, **fildeo**, **fildear**, **pasbol** and **roletear** have become accepted since that date. And as time goes on, with baseball becoming increasingly popular in Mexico, it seems reasonable to predict that the phonetic spelling of **jom**, **tim**, **faul** and **jit** will inevitably be accepted by even the most conservative papers in Mexico.

³ "A Glossary of Baseball Terms in Spanish," *Modern Language Journal*, XXIV, No. 5, Feb. 1940, pp. 342-344.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

Words, not Grammar

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(Author's summary.—Much of the grammar teaching in foreign languages is useless. By omitting it, we can put time and energy onto learning words—perhaps all the twenty-four hundred words that every German uses.)

BEFORE me lies "A Standard German Vocabulary of 2000 Words," made by Professor Wooley of Indiana University. When I talk German to my classes, in order to give them some practice in understanding German I try to keep within this list. *I am constantly using words that are not here*, in spite of my effort to use the simplest words, only such words as a working man would use. I have added these words to the list, because I want to have the student hear the words from me that he would hear from the ordinary German, that is from a working man. Every German has this supply of words in his mind, and upon occasion uses them; and every other man knows these words and consequently understands what is said. The man could have said, "My boss sent me away, told me to quit." But he didn't. He said, "My boss discharged me." You must know that word *discharged* or you don't understand. He could have said, "I got two men to work for me." But he didn't. He said, "I hired two men." You must know that word *hired*. You must know 2400 such words, because you don't know what the next remark will be about. That remark may contain a word that the speaker uses only a few times a year, such as the word *taxes*, or *funeral*, *lawyer*, *sticky*, *mouldy*, or *hollow*. But you must know the word already or you won't understand.

If you have read the articles on the experiences in teaching foreign languages in the army training camps, you will be struck by the constant reference to the absence of or slight amount of so-called grammar teaching. When the writers of these articles say, with a feeling of pride in the good sense of the army language teachers, that only the necessary grammar is taught, they are, it seems to me, charging the language teachers in general with teaching unnecessary grammar. And at last in the January *Modern Language Journal*, a teacher tells of conducting classes in which he is teaching the students "to speak in *reasonably correct* French or Spanish and to understand the languages when they are spoken to." This same teacher goes further by stating that "I have found that I can get along nicely without a lot of really unnecessary and bothersome grammar." There is a large amount of testimony of this nature in the recent articles. Even the textbook companies advertise their beginning language books for spoken French as "cutting through the thicket of rules, declensions, paradigms, and syntax." An-

other advertisement reads, "without wasting much valuable time in mastering complicated academic grammatical rules." It is quite apparent that many teachers have found out that you don't need as much grammar as was or is commonly taught in the schools. They are finding out from their own experience, and especially from the experiences of others, that there is a lot of unnecessary and bothersome grammar taught by the teachers in the schools. There are authenticated accounts of men acting as interpreters, whose efforts contained all the mistakes that could be made; but they acted as interpreters and there was no misunderstanding. A man told me of acting as go-between for an American and a Dane by talking German to the Dane. I engaged this interpreter in German conversation, and soon found out that the only things correct in his speech were most of the verbs and much of the word order. Yet he stood for hours between these two men, Dane and American, and talked German. It is not sensible to say that a man can't talk German when he does talk German; it is not sensible to talk of the importance of grammar, when a man finds that there is a lot,—not some, but a lot,—of unnecessary grammar. It seems to me to be unwise not to face these facts and boldly acknowledge that to most people (language teachers and diplomats being exceptions) grammar is worth only a little time and effort. I say a little time and effort, for it is worth that.

What these writers denouncing grammar do not say is just what part of the grammar is worth while. That is why I am writing this article. I will use German as an example. It is worth while to learn "the verb" and the word order. Learn the main things in these; let the niceties go. And now put all your time and energy thus saved onto learning words. The "dumbest" German working man uses twenty-four hundred words. He has not heard of "Basic English," and not of "Basic German." He could express himself in fifteen hundred "Basic German" words, if he knew about "Basic German." When the German's word "Sarg" isn't understood, he turns to "Basic German" and says, "A box for the dead." But ordinarily he uses these twenty-four hundred words. I know that there are twenty-four hundred for I have collected and counted them. One day I collected "Schein"; the day before, "Sarg"; the day before that it was "fluchen." They were the last ones to be put onto the list; they made up the twenty-four hundred and some odd words. Every German uses them. If people don't understand him, it isn't because they don't know German grammar: it is because they don't know *words*; they don't know those twenty-four hundred words. They may know a thousand words, or even fifteen hundred words. But the words that they didn't understand were in the nine-hundred between fifteen hundred and twenty-four hundred. A German war-prisoner in Camp Atterbury near Indianapolis came to the guard and with many gesticulations asked for a "Schmerztablette." The guard told me that he got him some rubbing alcohol. It wasn't right. The guard went and got his Outline of German

Grammar which as a student he had used in college. The prisoner went through the list of German words in the back of the book and didn't find either *Schmerz* or *Tablette*. After more gesticulation he got the guard to understand that a *Schmerztablette* was a pain pill. The guard was a former student of mine, and with a sheepish look he said, "I remembered what you often said about how little use grammar was unless you knew the words. What I needed was not a grammar but a dictionary."

In the February issue of the *Modern Language Journal*, a writer in speaking about his work in the Army Training Program, in regard to "perfection in speech" says that, "It may now be accepted as principle that it is preferable for a student to talk fairly fluently with a fair amount of accuracy (grammatical correctness?) than to talk hardly at all with accuracy (grammatical correctness?). There is something vital about conversation even though inaccurate (grammatically incorrect?)." A man cannot talk fluently without knowing words and the main verb forms. If he tries to get the German word order as he goes along, it will make his speech less funny to his listeners. Another writer in the *Modern Language Journal* said that to enable our men to communicate with the native people does not require a knowledge of the niceties of a language. But it does require those twenty-four hundred words. I do not believe that it is true what a writer said in the *Modern Language Journal*, May, 1940, that "to express ourselves adequately we must be grammatical." My observation, not my notion, nor speculation, but observation, is that a man learns to speak adequately, not by getting rid of grammatical errors, but by getting a stock of words. I am speaking from experience. I say what I have observed. I have not known of people who had been learning German, and who couldn't "handle the language," either to interpret into German or out of German, who needed "grammar." What they needed was a stock of words. They knew some grammar most of which had used up in the learning, a lot of energy that could have gone into learning words. They knew something about "cases"; they knew that *nach* governed the *dative* case; but they didn't know some of its common meanings. They knew that *unter* governed sometimes the dative and sometimes the accusative case; but they didn't know some of its common meanings. They didn't know words, the words *unter* and *nach*. With these words, they could talk and understand. They would make mistakes without that "unnecessary and bothersome grammar" about cases; but they would neither misunderstand nor be misunderstood. Their errors might bring a smile to their listeners, but not that shake of the head that denotes lack of understanding.

It is time that we face some facts about grammar; I mean those facts that affect our teaching of foreign languages. The first big fact is that in real life there is no such thing as grammatical errors leading to misunderstandings. Clever people have invented language in which grammatical

errors make a difference in the meaning. But in real life these do not occur, or so rarely that they are in the museums. In real life errors in grammar simply show your social status. Ungrammatical language is the language of the working class. This class in America makes around ten errors; that is, it has ten practices not sanctioned by good society. But no one ever misunderstands a working man when he says, "Jim and me both seen him." You may rave about the "illiteracy" of such talk; but you can't honestly speak of its lack of clarity. The workingman's ungrammatical language is as clear as the college professor's faultless speech.

The parish priest hears the language of all classes and never misunderstands because of grammatical errors. I heard a clergyman in a public address say "that this boy told of his impoverished condition in the language of the slums. It wasn't good grammar, but it was understood. And that is what language is for." Two days later a man, not a teacher, called me up to tell me that he had heard that speech, had seen me there, and hoped that I had or would take to heart the remark, that though "the boy's language was ungrammatical, it was understood, and that is what language is for."

This fact, that native ungrammatical language loses nothing in clarity, helps us to understand the second big fact, that in learning a foreign language, having learned the main verb forms and having become somewhat familiar with the general sentence word order, you won't be misunderstood if you make all the other mistakes listed in the grammar. All those mistakes in adjective endings, all those mistakes in gender, number and case of nouns, all those mistakes in the cases governed by prepositions, they are all a part of that "unnecessary and bothersome grammar." Not one of those errors will cloud your meaning, if you know the words with which to express your thoughts. If you put the time and energy into learning words, you can express what ideas you have words for. With a thousand words you can often express an idea in a roundabout way. You don't know the German word for *knife*, but you happen to know the words for *cut* and *pocket*. With fifteen hundred you can "get along" much better with this sort of roundabout talk. But with twenty-four hundred you have the words that every workingman uses, and therefore you can with them express yourself clearly and with little roundabout talk on all that is talked about in ordinary life.

I have begun to tell my students what we have learned from real life to be true about languages. *We know* that with a stock of a "few hundred" words, say 500 or 1000, a man can with much trying and patience on the part of his listener, "talk in German." *We know*, however, that a man doesn't understand German neither when it is spoken to him nor when he reads it, unless he knows the twenty-four hundred words that the "dumbest" German uses. *We know* that it is good to learn the main verb forms, whether to talk or to understand when spoken to. *We know* that all the other rules of grammar can be broken without affecting the meaning. *We*

know that, after learning the verb forms, a man expresses himself and understands in proportion to the words he knows and not in proportion to the grammar that he knows. Even as to understanding scientific German, Professor Fotos in his introduction to "Readings in Chemical and Technical German" says that "a student's ability to read scientific German will depend on the number of words learned." When President Sproul of the University of Southern California says, "Those who spent considerable time on it (study of a modern language), feel that they have attained so little in the way of power," I am sure he is merely saying, that the student learned grammar instead of twenty-four hundred words. This has been known for a long time. As far back as 1911 Paul V. Bacon wrote in a German Grammar, "When we use a wrong gender, case, or mood, Germans rarely misunderstand us." This sentence is in a German Grammar once widely used. It had little effect on the teaching of foreign language.

The lesson to be learned from those who *have* "attained power," whether to talk or to read German, is that they learned words, and that, while teachers and diplomats may profitably spend much time on grammar, students should diligently and zealously devote themselves to learning the twenty-four hundred words, that are the ordinary German language.

I like to think of the time and energy at our disposal for language learning as an area like a checkerboard, containing, say 48 square units. There are people who use these units by learning 6 words and 8 rules: *Ich sehe den Mann, er sieht den Mann, wir sehen den Mann, er sieht die Frau, er sieht das Kind*, etc. I prefer to expend that energy by shaping the area like a long rectangle, 16×3 , that is, learn 16 words and 3 rules; or shape the rectangle 24×2 , that is, learn 24 words and 2 rules.

I want to fortify my position by quoting from the article in the *German Quarterly* of November 1944, in which Professor Ittner of the University of Indiana says, "Some grammatical terminology is helpful, but most of the beloved grammatical concepts are completely unnecessary."

But most of those 2400 words are necessary, and they are all useful.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

*Universities and the Teaching of Italian Literature**

GIUSEPPE TOFFANIN

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(*Author's Summary.*—Professor Toffanin sees the inevitability of a change in the teaching of Italian literature in Italy as well as abroad. He contrasts the independent researchers of the XVIII century and the systematic researchers of the late XIX century. The latter worked as occupants of a university chair with more method but with less results than those often spurned academicians. Toffanin desires the strict method of his generation to be vivified by the genuine love for learning that characterized the criticism of such great XVIII century scholars as Muratori and Tiraboschi. EDITOR.)

WHAT I am about to say concerns the teaching of Italian Literature in the universities of Italy and the world. It may even concern university teaching of every modern literature.

Among the things that most eagerly I explain over and over again to others in the secret hope of understanding them myself, there is the question of that great progress that has been accomplished in the science of erudition from the 18th to the 19th century.

The 19th century admits having inherited from the 18th century a certain eagerness for removing the dust from archives, though it does not renounce the proud claim of having changed it in a method (either "positive," "historical," or "scientific," or whatever you wish) to the point of having transfigured it into something unique. This feeling becomes persuasion when 19th century men compare the fruits of their erudite tasks with those that came to maturity between the culmination of the Arcadia Society and the French Revolution, or, if you wish, between the youth of Muratori and the death of Tiraboschi.

But is this really true?

Many years ago I worked at my Cinquecento in the library of Padua, and there was an old employee who either did not believe in science or did not have much faith in his own legs; and therefore, when I asked for a list of books somewhat difficult to reach, he looked at me with his desolate eyes and almost whispered to me: "Listen! I bring you the Comini edition of this author, in the meantime, from the nearby shelf of 18th century literature. There is everything in it. Professor Flamini, who also worked with me at his Cinquecento, once told me of the Comini editions, that none could surpass them." Dear and beloved and always regretted Flamini, a teacher of so many things and above all of scientific honesty! It may be that the library employee was adapting the remembrances of his collaboration with Flamini to the innocent malice of his later collaboration with me, but this

* Translated and edited by D. Vittorini, University of Pennsylvania, Philadelphia, Pa.

opinion full of wisdom has every characteristic of being authentic, and I use it as a shield even today when I fail to see clearly the progress of method in research between the 18th and the 19th centuries.

There is unquestionably a difference between the two centuries but it does not have anything to do with the question of method in the strict sense of the word. It concerns style, tone, atmosphere, the concept itself of study and teaching, but no more.

To remain within the 18th century editions of the classics by Comini, when you happen to have in your hands some perfect specimen of them, in what other way can you express your admiration and gratitude, except by seeking on the frontispiece or at the end of the preface, the name of the compiler, and then, in the records of the time, that of the University Chair to which he was invited, of the school to which he belonged, and the celebrity which was accorded to him? Well, at least for what concerns the University Chair, do not take the trouble to investigate, for you will not find any trace of connection between the scientific method of the compiler and the rights accorded to that Chair by the current ideas of the time.

Those most erudite handlers of text might have been illustrious noblemen, consecrated by destiny to the divine leisure of books, or noblemen in straitened circumstances compelled by destiny to change that leisure into business and to have dealings with publishers. Let us go even further: they might even have been librarians; but you may rest assured that they were not professors, or at least you will seek in vain in their prefaces that word "school," which in our prefaces echoes like a trumpet and gathers around a humble philological work the halo of the ethical ideals most sacred and most characteristic of the 19th century.

What ideals, then, did the scholars of the 18th century serve? Why did they take their task so much to heart? In other words, if they were not paid and compensated, directly or indirectly, by an institution, who paid them?

Poor scholars have never been spoiled by anyone by being overpaid. Even then, things went more or less as they do today. Scholars did not live on air, nor was the number of those who purchased their books so great as to suffice to compensate them for their expenses and philological vigils. But the illustrious moneyed aristocracy used to be ever ready to come to the rescue of the obscure aristocracy of culture, and to finance the enterprise through subscriptions that we can read listed at the end of the volume or in the inner page of the bookcover.

The fact that stands out, and that is most important, is this: the task of individual compilers was an end in itself.

The 19th century has discovered nothing at all concerning the philological method. Its only merit consists in having rediscovered it as something which is a part of the University Chair, which is taught from the Chair and gives access to the Chair. This great century boasts in vain of having invented romanticism, free-lancing, journalism and mass meetings. Its very

essence is narrowed down to having attracted within the precincts of the University curriculum every manifestation of intellectual activity.

But if the critical method was not learned in the University where was it learned in the 18th century? I can not answer this question with exactness but I am convinced that as far as method is concerned the above mentioned state of affairs differentiates the 18th and the 19th centuries. If, in spite of it all, the 18th century men were dilettanti and less serious than ourselves, there is only one reason: their prefaces lack the certitude of cooperating through philology and through teaching for the greatness of the human kind and the salvation of the fatherland, while our prefaces spread such claims to the four winds.

How was literature taught in a University of the 18th century? They taught it as eloquence or rhetoric. We, descendants of the scientific 19th century, can well afford to smile at their efforts, provided we do not imply that 18th century teachers did not possess a method. Indeed, they possessed a better method than we do, and let us not forget that among those teachers were Muratori and Tiraboschi. They reserved their method for their scholarly work, but when they were among the students they forgot it and became professors of eloquence, like Parini, who fundamentally was also a man of great erudition.

Even I have difficulty in saying what is the aim of this lengthy discourse, but let us be cautious in taking too lightly teaching in the 18th century. If you wish, laugh at it but do not laugh at their teachers. And yet, I know it only too well: until the perspectives through which we look at our predecessors can be placed side by side with the perspectives through which our predecessors would look at us, that is to say until the Last Judgment, faith in progress will rest on a granite-like basis.

Nevertheless, if it is true that in the teaching of Italian literature something is destined to be reformed at a near or distant date, it is useless to make the apology or to take an inventory of the effort made by the 19th century in blending the philological method with the practical spirit of teaching. This would be too easy a task. Let us limit ourselves to think over the central characteristics of the 18th and of the 19th centuries. The central point, however, is this: a school of literature without a rigorous method cannot be conceived of nor does it have reason to exist, but the rigor of method and of teaching are far from being the same thing. By exaggerating in distinguishing between method and teaching, the 18th century ended by conceiving of a university Chair as something made exclusively for students. No matter how you look at it, this is an excess. By going too far in unifying method and teaching, the 19th century, even without realizing it, ended by conceiving of students as made exclusively for the university Chair, which, no matter how you look at it, is another excess.

There is, it is true, a middle way, but it is so difficult.

Why Learn Russian

DEDERICH NAVALL

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(*Author's summary.*—The Russian language ought to be studied because of imperative factors. We live in ONE world with the Russians who are conspicuous and important politically, economically, and culturally. Much of the great creative literature of the 19th century is translated inaccurately or not at all; much of what is revealed in the scientific literature of our day is inaccessible because of the sorry lack of knowledge of the Russian language which after all is not so difficult to learn since it is one of the European language family with characteristic similarities with our own national tongue, the English.)

THERE is much evidence that the Russian language is, or ought to be studied in view of factors which seem more and more imperative.

Let us review some of those factors in order to shed some light on their proper value in our world of today. In doing so we shall avoid following certain lines presented or traced by obvious prejudices rampant in our press and thus maintained and nurtured in the minds of small or scared people, or such whose orientation for underlying psychological reasons are basically pessimistic, that is, low in vitality, or as we may say: resentfully conservative.

Realizing, as everybody does in our day and age, that we are living in a connected world (Wilkie's 'One World'), we discover, in a political sense, a great power heretofore intentionally, or even resentfully ignored: the Soviet Union. Because the outside world did not study her language, that is, Russian, little is known about this Union through direct contact which is not possible without knowledge of her language. We have the word of President Truman for it is he who said in a recent interview that much of the difficulty in understanding the policies of the Soviet Union is the result of ignorance of the Russian language.

Opposition to Russia, or Soviet Union, comes from the sphere which the Russians call "industrial or economic democracy." They say communism is their goal and socialism their present attainment. This applies to their economic set-up and their aims. Nothing can be gained by ignoring this economic order, or by denouncing it as wicked or visionary, or ineffective. Here, as in any other realm, only truthful honest research and study will give us the insight into its true merit and value which again is attainable only through the medium of the Russian language.

But surpassing those reasons is the factor of Russia's culture which we ought to study and which is still less accessible without knowledge of Russian. True, translations of 19th century Russian novels swept victoriously over Europe. Some novels of Turgenev, of Dostoyevsky, and of Leo Tolstoy have been fairly well translated. However, a true picture of Russia's creative literature, even if merely beginning with Pushkin, is not presented in proper translation, nor will it ever be possible, unless we devise and adopt

a superior language which will suffice in rendering the characteristic Russian finesse in creative writing. The English language with its peculiar idiomatic structure, the outgrowth of the inbred psychology of English speaking peoples, is far from adequate to render the creative formation in the Russian. The Russians have for a long time recognized that their language is insufficient to fully translate works of art in other languages. That is why so many Russians have been learning foreign languages, even factory workers, as is true especially in the post-revolutionary era. Any fair-minded person, especially an academically trained one, will see the need of studying the Russian language. Even the study of Russian art—painting, sculpture, and of music so richly developing and appreciated in the Soviet Union will be almost impossible without knowledge of Russian. This includes the stage craft so superbly cultivated—the theatre art of the Soviets. And also, the welling-up of other national cultures in the orbit of the Soviet Union cannot be studied without the reading ability of Russian.

As to sciences, one must be totally blinded through prejudice not to recognize the prominence of Russian achievement in these fields. It soon will be inconceivable to ignore Russian when studying medicine—unless, of course, we have developed the superior world language of which mention was made before. The same probably can be said about the other sciences, especially the so-called pure or theoretical sciences. Nowhere else on our globe are educational facilities so much at the disposal of gifted boys and girls, and men and women as in Russia. Therefore, research and practical application of sound laboratory experiences are evident on every hand and in all fields. Take for instance, agriculture or horticulture, it is amazing what is being done in those fields. Yet, very little has become known in the rest of the world as yet. In the Russian language one will find epical descriptions in every one of those fields. I could write a heroic story of wheat culture in the Ukraine, derived from a study of Lisenko's experiments conducted all over the Ukraine in connection with Odessa's University. Or, if one should choose to study old Pavlov's horticultural experiments and results in Siberia, one could find equally unique satisfaction. But again, all this can be had only through the medium of the Russian language.

One could go on endlessly reasoning along this line in order to convince a doubting reading public of the value of the study of Russian.

Are not the Russian people intriguing because of their surge into prominence after centuries of enforced dormancy? We find, indeed, revealed a highly gifted people, a sturdy stock, a determined nation, willing and eager to contribute a goodly share to the treasury of positive human achievement. Their example of living in perfect racial equality with other peoples, in their Union is, indeed, encouraging. It seems they have found the elixir for rejuvenation in a courageous enterprise of co-operation. Even the accusation of religious persecution stands revealed now as a determined effort to enforce religious toleration so sorely lacking in old Russia. One need only to cast a glance at Nazi-Germany to realize the positive side of Russian

living as compared to the wicked fiendishness of Nazi-Germans, oriented to a romanticized past, utterly out of step with modern living.

No wonder then that gradually, alas, only too slowly in our America we begin to appreciate the value of learning the Russian language which, by the way, is not so difficult to master as ignorant people claim. This writer who knows equally well a number of Romance, Germanic, and Slavic languages sees no basic difference in the structure of these languages. Russian, a Slavic language, is one of the European language family. Of the European languages only Hungarian, Estonian and Finnish are of Asiatic or Ugrian origin, as compared to the rest. For example, the imperfective and the perfective aspect of Russian verbs easily finds a counterpart in English and French. The cases of nouns can be compared with German or Latin. As to the letters, they convey better the phonetic value of pronunciation than French and especially than English. To master the Russian language is, of course, just as difficult as the mastery of any other language. Whether Russian is as beautiful as French, or Italian, or Swedish is debatable. I have tested sceptical people by reciting Russian poetry,—for instance, Shevchenko's *Rabotnitsa*, or 'Molitva,' a prayer— and dispelled all prejudice which held to the belief that Russian was unusually harsh or guttural. As a matter of fact, the Russian language is less harsh than German and has no lispng sound such as the English th-sound. True, the sibilant sounds present some difficulty, but for certain sounds, for which the English would have offered three, four or five letters, the Russian has but one.

All in all, there is a need for greater attention to Russian which together with English and French constitutes one of the three important languages of the Earth's humanity.

I do not hesitate to add that in our Atomic Age we stand in need of an additional, all-embracing, auxiliary world language which in time—forty to fifty years from its initiation through the United Nations Organization—will serve as undisputed second language to any national language. It would be foolish, however, if we should, in the meantime, sit tight and wait for such a development. The knowledge of several other languages in addition to the new world language will be for a long time yet, a necessity, and Russian is one of those necessary requirements.

Language study in America is neglected in the same proportion as her political (international) interest is undeveloped, and as her cultural and philosophical culture is superficial. But having said this, I desire to testify to our earnest endeavor to come ahead as we rival with other civilizations. We have surpassed others in the financial world. We can—and with more honor—outdo others through friendly and benevolent competition in cultural matters, and learning Russian is one of those goals of America. One need only to survey catalogues of the most progressive educational institutions of our land to find that the study of Russian is in ascendancy and rightly so.

• Meetings of Associations •

CENTRAL STATES MODERN LANGUAGE TEACHERS ASSOCIATION

29th ANNUAL MEETING - HOTEL SHERMAN - CHICAGO, ILLINOIS
May 3, 1946

THE Executive Council held a short meeting on the afternoon of May 3.

One hundred and one persons attended the Annual Dinner in the Louis XVI Room in the Hotel Sherman on Friday evening, May 3. Elton Hocking, President of the Association, presided.

Dr. John Bell, District Superintendent of the Chicago High Schools, extended greetings and words of encouragement on behalf of the Chicago Secondary Schools. Dr. Bell showed that about 40% of the pupils enrolled in Chicago high schools are now studying foreign languages, including Latin. About 77% of those studying foreign languages are studying modern foreign languages, while the rest, or about 23% are studying Latin. The first objective is now speaking ability, although reading and grammar are still taught. Records, songs, and dramatics are used.

Dr. C. H. Faust, Dean of the College, University of Chicago, also extended greetings to the members of the Association. Dr. Faust stressed the fact that better reciprocal knowledge of languages is essential to conditions likely to bring about the things for which we have fought—conditions conducive to peace.

Dr. Stephen A. Freeman, Director of Language Schools and Vice-President of Middlebury College, recently Chief of the Liberal Arts Section and Head of the Foreign Language Branch, U. S. Army Biarritz-American University, the principal speaker of the evening, discussed "Modern Languages at Biarritz-American University."

After an extremely interesting description of the organization of the Biarritz-American University, the unbelievable difficulties encountered, the courses offered, the enrollments in modern languages, the method (oral-inductive), materials and equipment employed, and the results achieved, Dr. Freeman optimistically predicted, as a result of his experiences at Biarritz, a splendid future for modern language teaching in the United States.

The speaker offered the following conclusions and recommendations:

"Our armed forces abroad were keenly interested in the acquisition of practical command of a foreign language. The American public in general is also more interested in them than ever before, more aware of their utility, and convinced that it is entirely possible within a reasonable length of time to learn to speak a foreign language for practical purposes. The public is therefore asking insistently to what extent and how soon the so-called army method will affect the methods of language study used in our secondary schools and colleges. The question is urgent and vital if we are to seize the golden opportunity of an awakened public interest. The question is logical since we hold that there was nothing essentially new in the army intensive courses, and that any well-equipped and well-staffed school could accomplish the same results within the limits of the time allowed and the objectives set.

"It should be made clear that two features of the usual army intensive program are not essential and valid for a peace-time program in our schools. One is the excessive number of contact hours per week, as much as 35 in some units. Such an arrangement is impossible in the usual school program. It was necessary for the war emergency, but for

peace times it is inefficient and pedagogically unsound except for very short periods. The second is the strict application of the "linguist-informant" technique. Developed for the rare languages for which no grammar was available and where the teacher could not speak the language fluently, this method is an unnecessary formalism for the languages commonly taught in our schools, especially when the trained teacher is bi-lingual.

"On the other hand, certain features of the army language classes have been sanctioned by success and by public approval, they are valid and applicable to our peace-time procedure, and they should be adopted in so far as is possible by our schools and colleges. The first is the initial presentation of the foreign language as a living, personal means of oral communication. Much of the enthusiasm generated by the army method came directly from the feeling of personal power at being able to say things in a foreign tongue. After this oral, inductive approach has been made, systematic grammar should be taught; reading ability should be developed, and the students should ultimately be able to write what they can say.

"The second feature is the use of class materials which correspond to the students' normal current interests. Students should be led to talk and read in a language class about the same sort of things as those that occupy their serious and mature attention outside of class. Peace-time classes should supply informational content about the foreign country as a contemporary nation with its current human problems, and with their background in the geography, history, politics, science, and literature.

"The third feature is adequate time to achieve the desired goals. School administrations should be convinced of the need of implementing the following program:

1. Pupils interested in foreign languages should be enabled to begin consecutive study as early as the seventh grade.
2. A three-year course in Senior High School should be available and recommended to all good language students.
3. There should be an opportunity for oral practice sessions in addition to the usual class schedule. A language class needs laboratory periods just as much as chemistry or biology needs them. In both cases, it means transmuting theory into pupil activity and experience.

"The fourth feature is adequate physical equipment. Vital for the full success of an up-to-date program are the supplementary aids: phonographs and records of speech, recording machines, motion picture and still projectors with films and slides, albums of exercises, reference and cultural files, realia, and blackboard materials. We must have more language centers, language houses, language dining tables, clubs, and dramatics, with all the apparatus and activity which they imply.

"Finally and most important of all is the trained teacher. The success of the army classes was chiefly due to the fact that the army hired the best possible staff of linguistic experts and experienced teachers. The teaching of a modern foreign language is a job for an expert, a specialist on full time. The ideal teacher must be completely trained, speaking the language fluently and correctly, must have traveled and studied in the foreign country, must not be required to teach several other unrelated subjects, and must receive a salary sufficient to enable him to improve constantly his professional training."

President Hocking presided at the General Session in the Louis XVI Room on Saturday, May 4, at 9:00 A.M.

Dr. George D. Hocking of Stephens College, formerly Director (in France) of the Delaware Foreign Study Group, recently Cultural Relations Attaché in Buenos Aires and Sucre, discussed "The Junior Year Abroad—Retrospect and Prospect."

Dr. Hocking stated that the first Delaware Group went to France in 1922 and consisted of only five male students. By 1929 ninety students participated, this being the peak year. The regular plan was to send them first to the provinces for grounding, and later to the Sorbonne.

They spent ten months in France. Students of art, political science, and history were also accepted. They took regular Sorbonne courses and private courses on contemporary France given by Sorbonne professors. The weekly readings and quizzes were no novelty to the Americans, but they were to their French professors. An important part of the experience of the Group was their life in French families, where the Americans practically became members of the family circle. Similar courses also in other countries, especially those of South America, are very desirable for promoting international understanding. It is hoped that the obstacles now obtained in South America will soon be overcome. No less important is the encouragement of foreign groups, under similar conditions, in our country.

"The Investigation of the Teaching of a Second Language," was discussed by Dr. Frederick B. Agard, on leave from Princeton University, Associate Director of the Investigation, now being conducted by the University of Chicago.

Dr. Agard stated that the Investigation of the Teaching of a Second Language, a three-year study, is being conducted in Chicago under a grant from the Rockefeller Foundation. The director is Dr. Ralph Tyler of the University of Chicago. After briefly outlining the history of the ASTP, FALSC, and the Intensive Language Program of the American Council, the results of which were good enough to cause a stir, Dr. Agard explained that the purpose of the Investigation is to seek out and appraise promising experiments in language teaching, not to foment them. He stressed the shortage of materials for use in the new courses and described in detail the work of one teacher of French, showing a talking film which illustrated the work. Before learning to read the foreign language the students became proficient in eleven skits, which they acted out in French. Dr. Agard also played records illustrating new-type tests. They consisted of comprehensive test-questions, anecdotes, and of problems connected with the students' taking part in a conversation with a voice on the phonograph under given specific conditions. Many aural comprehensive tests worked out by the Investigation are now available free of charge.

At the Business Session at 11:00 A.M., the proposed new constitution published in the February *Journal*, was adopted with a few changes. The major changes in the constitution are: the shortened name, *Central States Modern Language Teachers Association*; the fiscal year to start September 1; the two-year term of officers; and the provision on non-election years for a divided meeting in two sections held at least a week apart on the fringe of association territory, unless the Executive Council votes to hold a single session.*

The Association also approved the proposed amendment to change the name of the National Federation of Modern Language Teachers to the "National Federation of Modern Language Teachers Associations."

The Association adopted resolutions of sympathy on the deaths of former presidents, H. C. Berkowitz and Albert W. Aron; a resolution pledging support of the Association to UNESCO in its efforts toward international cooperation and world peace, and a resolution endorsing the recommendations of Dr. Freeman for the reform methods in elementary foreign language institution.

The following officers of the Association and delegates to the Executive Committee of the National Federation (which constitute the nine-member Executive Council of the Association) were elected—for two-year terms expiring August 31, 1948: President, Elfriede M. Ackermann, Principal, Langland School, Chicago; First Vice President, Phyllis Ward, Detroit Public Schools; Second Vice President, Laura B. Johnson, University of Wisconsin High School; Delegate, Elton Hocking, Northwestern University, Evanston, Illinois; Delegate, Lilly Lindquist, Detroit Public Schools; Alternate Delegate, Stephen L. Pitcher, St. Louis Public Schools; and Alternate Delegate, Edwin H. Zeydel, University of Cincinnati. For four-year terms ex-

* The Executive Council has voted to accept invitations to hold two meetings: one the last weekend in April, 1947 at Madison, Wisconsin; the other the first weekend in May at Columbus, Ohio.

piring August 31, 1950: Delegate, Julio del Toro, University of Michigan; Secretary-Treasurer, James B. Tharp, Ohio State University.

Two hundred twenty-seven persons attended the luncheon meeting in the Louis XVI Room at 12:30 on Saturday, May 4. Luncheon was served in sectional groups: French, German, Italian, Spanish, and General Linguistics.

SATURDAY, MAY 4, 2:00 P.M.

SECTION MEETINGS

French Section

The chairman, Mr. J. Knowles Robbins of the John Burroughs School, St. Louis, Missouri, presided; Miss Winnie Timmons, Soldan High School, St. Louis, was secretary. There were about one hundred and fifty members present.

Calling attention to the importance of the theme of the program, "Franco-American Relations," Mr. Robbins introduced the first speaker, Dr. Stephen A. Freeman, Director of Language Schools and Vice-President of Middlebury College, and recently Chief of the Liberal Arts Section and Head of the Foreign Languages Branch of the U. S. Army Biarritz-American University. Dr. Freeman spoke on "France, a Study in the Psychology of Convalescence."

Prof. Germaine Mercier of the University of Wisconsin spoke on: "La classe de français à l'écoute dans les écoles du Wisconsin, avec démonstration par diffusions enregistrées sur disques."

Prof. T. R. Palfrey of Northwestern University and recently Colonel and Assistant Chief of Staff, G5 Normandy and Chanor Base Sections, E.T.O. (civilian affairs, public relations and military liaison—French, Belgian, Dutch and British), spoke on "Franco-American Relations."

Dr. C. J. Le Vois of the University of Iowa was elected Chairman of the French Section for next year, and Miss Genevieve Musson, Harvey, Illinois, was elected Secretary.

Spanish Section

The chairman, Prof. S. N. Treviño of the University of Chicago, presided; Prof. R. H. Armitage, Ohio State University, was secretary.

Prof. John Van Horne, University of Illinois, spoke on "Contemporary Spain." His report was based on his recent experiences as United States Cultural Attaché in Madrid. He told of obstacles in the way of literary production in present day Spain, pointed to some characteristics of contemporary literature, and concluded with some very interesting personal glimpses of the lives of authors. Obstacles in the way of literary production include the loss of outstanding men due to death or emigration; political censorship, shortage of materials, and foreign competition. Outstanding general characteristics of contemporary literature are an emphasis on style and rhetoric, a tendency toward glorification of national tradition, and a certain amount of exoticism in its different forms.

Miss Laura B. Johnson, of the University of Wisconsin High School, spoke on "Audio-Visual Aids." She emphasized the ever-growing variety of valuable audio-visual aids available now to teachers of language and pointed out several ways in which they could be used. They can be utilized to teach the language itself, to supply cultural background information, and to create attitudes of international goodwill.

Professor R. H. Armitage, of Ohio State University, spoke on "Some Uses of the Blackboard in Foreign Language Classes." He outlined some techniques for use at the blackboard in composition, dictation, grammar and various other exercises. By sending all of the students to the blackboard during a part of the class hour, each student can engage in much more language activity on the average.

Prof. R. H. Armitage, Ohio State University, was elected Chairman for next year and Miss Mary McCoy, Waukegan Township High School, was named Secretary.

German Section

The German Section presented a program of two panel discussion. The topic of the first panel was: "Kulturkunde in Present-Day German Instruction." It was led by Professor Sten M. Flygt, Northwestern University. The speakers were Professor O. J. Jolles, University of Chicago, who presented the subject from the point of view of the University, and Mr. E. L. Morthole, Evanston Township High School, who outlined a program from the standpoint of the high school. The second panel considered the question of: "Aims and Methods in German in High School or College." Professor C. Rudolf Goedsche, Northwestern University, presided over this discussion. Professor Walter A. Reichart, University of Michigan, presented the needs of the college student in the study of German and Miss Elfriede M. Ackermann, Principal of Langland School, Chicago, pointed out the objectives and problems in teaching the subject in high school.

The following committee was appointed by the chairman to work out a schedule for a two year course in German suitable for both the high school and the college and to submit it for discussion at the next meeting: Professor C. Rudolf Goedsche and Miss Elfriede M. Ackermann, co-chairmen, Professor Walter A. Reichart, Mr. E. M. Morthole, Miss Emma M. Birkmaier, University High School, Minneapolis, and Mr. Gilbert Kettelkamp, University High School, Urbana, Illinois.

The Chairman of the meeting was Professor Edwin H. Zeydel, University of Cincinnati; the secretary, Professor George J. Wack, University of Notre Dame. The new officers elected were: Chairman, Professor C. Rudolf Goedsche, Northwestern University; Secretary, Professor Donald S. Berrett, University of Indiana.

Italian Section

Twenty-three persons attended this meeting. Archimede Marni of Cincinnati presided as chairman and J. G. Fucilla, Northwestern University was secretary.

A. Marni spoke on the topic "Some Desiderata for Italian Courses." This talk was discussed by J. L. Russo of Wisconsin; A. I. Roehm, Peabody; and A. Fallico, Wright Teachers College.

A paper entitled "A General Romanic Language Course on the College Level and the Audio-Visual Technique for Italian" was delivered by A. I. Roehm. This was followed by a discussion by C. D. Zdanowicz and F. Ventresca.

Augusto Borselli spoke on "Dell 'Archivistica in Italia e della necessità di maggiore protezione internazionale del patrimonio artistico e cultural di ciascun paese." The discussion which followed was led by A. Fallico, H. M. Fucilla, and Joseph Rossi.

Officers elected for next year are: Joseph Rossi, Chairman, and Marie Davis, Secretary.

Respectfully submitted,

JAMES B. THARP, *Secretary-Treasurer*

Ohio State University
Columbus 10, Ohio

NEW ENGLAND MODERN LANGUAGE ASSOCIATION FORTY-THIRD ANNUAL MEETING

May 10 and 11, 1946, at Springfield, Mass.

THE New England Modern Language Association held its Forty-Third Annual Meeting in Springfield, on Friday and Saturday, May 10 and 11, 1946.

On Friday evening there was a dinner in the Ballroom of the Hotel Sheraton, at which the President of the Association, Professor Helen E. Patch of Mount Holyoke College, presided. After a few words of greeting, she presented the two speakers: Professor Emile Cailliet of

Wesleyan University, who spoke on the topic *A Golden Age in Franco-American Intellectual Relations*, and Mr. Donald W. MacJannet of Tufts College, who chose as his subject *The Rebuilding of Europe: America's Share*.

On Saturday morning, the Association met in language groups at the Hotel Sheraton.

GERMAN SECTION—10 A.M.

Chairman: Louis E. Meinhardt, Holyoke High School

Speaker: Gerhard M. Wilke, Suffield Academy
Deutschland gestern und heute

ITALIAN SECTION—10 A.M.

Chairman: Professor Valentine Miamatti, Mount Holyoke College

Speaker: Professor Angeline Lograsso, Bryn Mawr College
Don Luigi Sturzo

SPANISH SECTION—10 A.M.

Chairman: Professor Edith F. Helman, Simmons College

Early Interest in Spanish in New England

Speaker: Pedro Grases, Visiting Lecturer, Harvard University
Las ideas hispánicas en Londres de 1810 a 1930

FRENCH SECTION—11:30 A.M.

Chairman: Professor Stephen A. Freeman, Middlebury College

Speaker: Roger M. Asselineau, La Sorbonne
France hier et aujourd'hui

Luncheon was served at one o'clock in the Ballroom of the Hotel Sheraton, and at two o'clock the Annual Business Meeting was held in the Auditorium of the Museum of Fine Arts, Miss Patch presiding.

The reading of the reports of the Secretary-Treasurer was omitted, the reports being accepted as printed in the *Modern Language Journal* of October 1944 and the Winter 1945 issue of the *Bulletin*.

It was moved and voted that the New England Modern Language Association, as one of the constituent associations of the National Federation of Modern Language Teachers, approve the proposed amendment to the Constitution of the Federation which changes the name to "National Federation of Modern Language Teachers Associations," and the Secretary was instructed so to notify the Secretary of the National Group.

The following Officers were elected for the year 1946-47:

President	CAMILLO P. MERLINO, Boston University Boston, Massachusetts
Vice-Presidents	MARY CROSBY, High School Simsbury, Connecticut
	EVELYN FULLER, Lyndon Institute Lyndon Centre, Vermont
	JAMES H. GREW, Phillips Academy Andover, Massachusetts
	REGINA T. LOFTUS, Central High School Providence, Rhode Island
	LOUIS E. MEINHARDT, High School Holyoke, Massachusetts

<i>Directors</i> (three-year term)	AGNES M. AHERN, St. Joseph College West Hartford, Connecticut ADELAIDE L. BRIGGS, Deering High School Portland, Maine RUTH J. DEAN, Mount Holyoke College South Hadley, Massachusetts
<i>Librarian</i>	EVA M. GRENIER, F. A. Day Junior High School Newtonville, Massachusetts
<i>Editor</i>	JOSEPH BROWN, JR., University of Connecticut Storrs, Connecticut
<i>Business Manager</i>	EDWARD J. POWERS, English High School Boston, Massachusetts
<i>Secretary-Treasurer</i>	ANASTASIA B. CONNOR, High School Roslindale, Massachusetts

A rising vote of thanks was given to Miss Helen E. Patch for the splendid program which she had prepared, and to Miss Dorothy M. Bement, Chairman of the Western Massachusetts Group, and her associates for the arrangements which they had made for this very successful meeting.

The Business Meeting was followed by a Forum—*The Case for Modern Languages*—under the chairmanship of Professor Louis H. Naylor of Trinity College. He presented the following speakers:

- Irwin A. Buell, Assistant Professor of Education
Trinity College, Hartford, Conn.
- Miss Lillian M. Mansfield, Teacher of History
Weaver High School, Hartford, Conn.
- Harold John Lockwood, Professor of Engineering
Hartford, Conn.
- Gordon Batterson Beach, stock-broker
Hartford, Conn.

Respectfully submitted,
ANASTASIA B. CONNOR, *Secretary-Treasurer*

ATTENTION! MEMBERS OF AFFILIATED ASSOCIATIONS

THE Modern Language Teachers belonging to the Middle States Association of Colleges and Secondary Schools will meet at the Hotel Pennsylvania in New York City on Saturday, November 30, 1946. The following speakers will be heard:

Education for Political and Social Responsibility—Florence E. Bamberger, Professor of Education and Director of the College for Teachers of the Johns Hopkins University.

Modern Foreign Languages in the Post-War Period: Gains and Losses—Henry Grattan Doyle, Dean of Columbia College, The George Washington University.

* * *

The New Jersey Modern Language Teachers Association will meet at the Chelsea Hotel, Atlantic City, on Saturday, November 9, 1946. The speaker at the afternoon session will be Dr. Bryn J. Hovde, President of the New School for Social Research.

• In Memoriam •

JOHN DRISCOLL FITZ-GERALD

May 2, 1873—June 8, 1946

To the common reader of our big-city newspapers, those dates bracket the life span of the great teacher we mourn. His life history, as told in these papers, is a coldly enumerated list of the posts he held, his publications, the congresses he attended, the titles, honors and distinctions he received, here and abroad,—facts gleaned for the most part from "*Who's Who*." It reads like a catalog card in library files, and, like all such indices, suggests nothing of all that created and crowned his career,—the tremendous labors, the ceaseless energy and the drive, not only toward constantly greater mastery in the chosen field, but also, perhaps mainly, toward a securer grasp of the unison between one's knowledge of specific facts and elemental human knowing.

To us teachers of languages and of language, lovers of what our work teaches us, and missionaries to those we teach, the remembrance of what Dr. Fitz-Gerald was and did presents visions of a devotion akin to self-abnegation, to the zeal of a crusader.

I have been privileged to know and to watch him, through high school and college, during his first years as a student in Romance Philology and in his development as an authority in Hispanics, medieval and modern. More. For several years, at the *Ecole des Hautes Etudes* and the *Collège de France*, under Gaston Paris, Paul Meyer, Alfred Morel-Fatio, Antoine Thomas, Jules Gilliéron, Emile Picot, we worked together on the same or kindred problems, with Mario Roques as a fellow student; later and until only last year, whenever we met, we would sound each other out as to our knowledge and understanding of linguistic truth.

And, from first to last, this is what I found in "John D.":

To begin with, an all-absorbing admiration for those of his teachers who "really knew" (as he used to say), or could inspire,—for the sureness and depth of Henry Alfred Todd, the clarifying imagination of Adolphe Cohn, the easy transfer from the classic past to the everyday present of Harry Thurston Peck, the easy yet dignified familiarity of ancient Persia and India of A. V. Williams Jackson.

Next, his unconquerable will to learn, to know, and eventually (for that was part of his decision) to teach,—like them if he could. As a student he would memorize whatever separate items were contained in a problem, and, not stopping there, he would probe into the crux of the problem. Thus, there was in him no thought that he was ready for "a teaching job," that he had ever *aussoudiert*. He went from Columbia to the various universities of Europe,—to Leipzig and Berlin, to Paris, to Madrid; just as in later life he traveled to England, to Brazil, to Mexico, to Japan.

That is why we find more than mere lexicography or literary data in the many studies he produced, writing in French or in German as readily as he did in English and Spanish; above all in his research work on Berceo and on the *Celestina*.

What wonder then that he was made *Elève diplômé* of the *Ecole des Hautes Etudes*, or *Miembro diplomado* of the *Academia Mexicana de la Lengua* ("que es el honor más grande que rinde nuestra docta corporación," *Novedades*, Mexico, D.F., 12 de junio)? Or that he finally received from King Alfonso XIII the title of Knight Commander, *con placa*, of the Royal order of Isabella Católica.

Of course he was proud of these honors, and of the many more he received, throughout Hispania. Who would not be? But Dr. Fitz-Gerald's pride was of the unusual kind, an inner fusion of the crusader's zeal and of loyalty both to the task he had undertaken and to all those, masters and colleagues alike, who had helped him assume that task. His was not the pride of achievement either over rivals or over obstacles.

For he was essentially a modest man, or rather a modest companion, to his fellows, to his students, to his neighbors, high and low. Witness the colored janitor of a near-by building who came to attend the funeral, because "the professor had always said *good morning* to him, as he passed."

I have mentioned his loyalty to his task, to what he considered his job. Only his family and a few companions knew how much he sacrificed to that loyalty, how reckless (alas, how too reckless!) of his health and his strength, he was in serving that loyalty.

Just two instances of it—the last that can be cited, will do,—and must be told.

By last December he knew that an internal malignant growth was consuming him. But, so long as he could still move about, his place was at the strenuous and important yearly meeting of our Federation. So he traveled from Urbana to Chicago, and lost not a minute of our session. It is true that as our work around the table progressed, the years and the suffering seemed to drop from him,—his zeal and his sense of duty let him forget all that. Only for a while.

And then, in the spring, the packing and expediting of his vast library,—a gift to be shared by the Hispanic Society and the Congressional Library, had to be supervised. He was sure it could not be done without him, and he traveled from Urbana, Illinois, to Tucson, Arizona!

That was to be his last act of obedience to his sense of duty toward his chosen work. But I must not stop here.

We readers of the *Modern Language Journal*, and surely we of the Federation form a family of sorts, and should know most intimately the measure of man he was to his own.

Well, none knew better than his children that his vitality, overtaxed, was ebbing away. And so his daughter accompanied him on both trips, sitting outside the closed session room, in Chicago; and never leaving his side throughout the racking work at the University of Arizona.

To his family, to his wife who was his companion through his studies, his travels and even his researches, to his two daughters and to his son, he leaves the living remembrance of his unending devotion as well as the memory of his worth. We beg her and them to remember us as their friends and fellow mourners.

To paraphrase the quotation from Burke that "John D." and I admired in common during our high school days,—for him, his learning, his teaching, his religion, and his humanity were a partnership not only between those who are living, but also between those who are gone, and those who are about to come forth.

To us, teachers and students of the modern languages, the thought of him must ever be a reminder of what faithfulness is required of us by our task, and what achievements are possible for us teachers of peoples' languages toward a friendly understanding of the peoples of the world.

WM. MILWITZKY

JOHN MASSON SMITH

December 22, 1890—January 8, 1946

On January 8, 1946, John Masson Smith, Associate Professor of French at Smith College, died at Cooley Dickinson Hospital in Northampton, Massachusetts.

Professor Smith was born in Union City, Indiana, on December 22, 1890, the son of William Smith and Margaret Smith, who were natives of Scotland. In 1913 he received an A.B. degree from the University of Indiana and in 1915 an M.A. from the same institution. In 1931 he received the degree of Ph.D. from Harvard University.

In 1917 Professor Smith, who was at that time a member of the French Department at Grinnell College in Iowa, enlisted in the United States Army and went to France with the U. S. Army Ambulance Service attached to the French Army of the East. On January 12, 1919, he was awarded the Croix de Guerre with Silver Star accompanied by the following citation: "John Masson Smith, a non-commissioned officer who gave an example of coolness under difficult circumstances. During the operations from August 10 to 22, 1918, he superintended with perfect regularity evacuation of the wounded in particularly dangerous zones."

During the year 1921-22 Professor Smith studied at the Sorbonne as a Fellow of the American Field Service. In 1922 he married Grace Seary Smith. Their son, John Masson Smith, was born in 1930. Before coming to Smith College, Professor Smith taught at the University of Indiana, at Grinnell College, and at Harvard University. His death came as a painful shock to his colleagues at Smith College. Although he had suffered for several years from a heart ailment, he had not allowed his illness to stand in the way of his teaching; until the end he carried a full program and took a lively interest in departmental affairs. He will be remembered as a conscientious teacher and a careful scholar. His knowledge of the French language was thorough, and he spoke it exquisitely with not the slightest trace of a foreign accent. His gentle and perceptive humor and his genuine kindness leave a lasting memory in the minds of his colleagues and of all those who were fortunate enough to enjoy his friendship.

MARINE LELAND

• Correspondence •

Dear Professor Olinger:

As you know, the MLA of Missouri conducts an essay contest each year for high school pupils. This year the subject was "What Do I Expect to Gain from the Study of a Modern Foreign Language?" The judges were members of the faculty of the University of Missouri.

I am enclosing herewith a copy of the first-prize-winning essay. I am sure that you will agree with me that it deserves to be published and I hope that you will be able to find space for it in the *Modern Language Journal*.

Cordially,

STEPHEN L. PITCHER,
Secretary-Treasurer,
National Federation of Modern
Language Teachers

WHAT DO I EXPECT TO GAIN FROM THE STUDY OF A MODERN FOREIGN LANGUAGE?

The individual must not be so selfish as to feel that he is the only one to gain from the study of a modern foreign language. We as the leaders of tomorrow have an obligation to fulfill. We have a democracy to protect. There is a new way of living that lies just beyond the peace, and as we head into the future, knowledge of other languages must be part of our

equipment. For it is as Cecil B. De Mille said, "Language is a tool of many uses and a weapon of many edges."¹

I have been asked, "What do I expect to gain from the study of a modern foreign language?" I was taught that one of the most important gains from any study is knowledge. But from this type of study one finds a new type of knowledge. Not only does a person learn about the people who speak this language but he also gains from the attempt to master this new speech.

Life is not simple and neither is the learning of a new language. In preparing each day's lesson with the regularity it requires I receive a taste of the regular pattern my life will fall into when I have finished school. Since school is preparation for this life, this study is an added benefit.

By trying to think and express oneself in other tongues, habits of clearer thinking and more precise expressions are unconsciously formed. Also, since so many words and phrases are so nearly the same in English as they are in other languages I find my vocabulary in English greatly increased. In newspapers, magazines, and over the radio come words that are no longer foreign to me because of my study.

These are all solid examples of the advantages of modern language study so let us consider the psychological aspect. Certainly not everyone expects to be able to put his knowledge to practical use but think of the sense of achievement and the satisfaction I will have. This, according to all standards, means much in the making of an educated citizen in a modern democracy.

The sense of achievement is well founded when one has turned the last leaf of a book that is written in the original tongue. New horizons will be opened for me in a deeper understanding of world literature and how much more effective the book itself proves to be. The cultural life of the people who were once foreign to me has been seen in the pages of a book.

In vocational activities language is a valuable asset. In research work of all kinds there is usually a foreign language involved and a knowledge of the language is necessary for the most efficient work. For instance, doctors find German an important factor in their study. Their textbooks were once written in German. Language is and will become still more a tool for professions, commerce, science, and travel.

The United States, the richest nation in the world, will need all kinds of linguists. The government needs people of several tongues for translators, clerks, secretaries, censors, any number of diplomats and such.

Travel that people of such standings would do would require a knowledge of at least one language and any travel, if it is extensive at all, is more profitable with a language to help the traveler. Airplanes have brought about this realization. Travel by air has brought other countries so close that this has truly become "one world." The field of aviation holds great opportunities for people like me who are learning a foreign language. More and more airlines and other important industries are putting out calls for linguists.

This only proves the more that America's isolationism is beyond recall. As one of the youth preparing for the peace of tomorrow, I must realize that knowing a language in common is a very important part of internationalism which will take the place of the outdated isolationism. In order

¹ Excerpt from a letter from De Mille to the *Modern Language Journal*.

to prepare a world fit for our children we cannot afford to neglect any tool that will assist in the remaking and rebuilding of a democratic world.

This internationalism is a combination of many things but above all the understanding of each other. A common language leads to a profound understanding that is inevitable if we are to have the permanent peace we seek. Understanding others not only brings closer relations with them but it gives us a better insight and understanding of our own country. We are able to find our strength and deficiencies which is an important factor in the rebuilding and remaking.

Into the new world that is coming after the war people must be prepared to go. The fact that I am one of them brings forth the necessity for me to be prepared as they to be a citizen of the world not just a series of individuals. To be a citizen in a worldwide union one is compelled to have a knowledge of some language. After all, you do not invite your neighbor in and then plug up your ears so you cannot hear what he has to say.

Even from the basis of common friendship a language is essential for me. Every nation is our neighbor and more and more of our neighbors are coming to visit us. How can we make them welcome if we cannot speak to them in a common language? I shall use this language to make better friends with the people I shall rub shoulders with every day. Our foreign friends should be understood as only people speaking the same language understand each other.

Life would be meaningless without friends who know each other well and the more distinction between friends the more a life can be enriched. So if I were to say a foreign language will enrich my life, it would be true from more than one standpoint. It would aid me not only in making more friends but also in making me a better world citizen.

As a citizen I shall have to help prepare for these returning boys who have seen these other countries and who know how those people live. They are going to expect a firmer and more realistic approach to this world democracy in the making. Up to this point knowing our neighbor was important but now the war has brought it home to us and we have to face the fact that America has been too careless about her foreign relations. We can hardly expect people to deal with us entirely in our own language while we remain ignorant of theirs. We, the generation of tomorrow, must overcome these problems by preparing now. Yes, I and all the other language students will gain for ourselves something that will remain with us and benefit us all our lives but think of the people who are depending on us and who are fighting for us. We owe it to them.

AUDREY JEAN OBERHELMAN,
Parkville High School,
Parkville, Missouri

To the EDITOR:

It has occurred to me that my colleagues and other readers of the *Modern Language Journal* might be interested in the following project which has been undertaken by my students in the firm belief that food can and will nourish friendship.

A slightly different twist to the old American adage "the way to a man's heart is through his stomach" evolved last week when my French classes completed the packaging and mailing of gift parcels of food to needy French families in Paris. Thus the age-old adage we hope was amended to mean "the way to a nation's heart is through its stomach."

The idea of sending supplementary rations to our French allies—an idea we prefer to believe is both timely and international in scope—was initially suggested by one of my students, after she had heard and taken to heart a nationwide radio appeal soliciting food. Bubbling with adolescent enthusiasm, she presented the idea to the class, who, in turn, went all out in support of the idea. The program was being launched by one of the New York daily newspapers in cooperation with its Parisian edition.

The young lady was unanimously chosen chairman of the project and wrote to the newspaper for details. Much later, too much later considering our anxiety, came the name and address of a war-harassed French family together with a suggested list of items which would be most vital to their post-war French diet. Postal regulations with regard to weight and packing were also forwarded, together with a most praiseworthy letter lauding the students for their thoughtful work in behalf of a nation under reconstruction and reorganization.

A considerable portion of the class period was devoted to discussing the items suggested for the gift box with each student suggesting the contribution he would attempt to make. A valuable and painless lesson which not only enlarged the active vocabulary and supply of ready idioms, but also polished up some of the familiar ones came with the translation of labels and directions for preparation of the various foodstuffs. And along this line, the class edited a friendly letter to the French family.

Despite the agreement that each member of the class was to be limited to contributing one pound of food, the box plus its contents weighed well over fifteen pounds. Naturally, the scales were wrong! But even if they weren't, the local postal clerk would certainly waive the "slight" difference over the eleven pound limit in deference to their sterling intentions and altruistic spirit. And no amount of practical reasoning on my part could dissuade them!

When the contents had been assembled, we all devoted the better part of our lunch period to wrapping the gifts in white tissue and tying them with patriotic ribbon. We overlooked the lumpy corners and bizarre bows . . . and the result at any rate pleased the class! Thus our first gift parcel was ready for its trip abroad.

The actual job of mailing the parcel and filling out the miles of red tape and postal forms fell upon me since my students all come to school via bus. They had done their part admirably; my contribution was ever so slight.

Even before the package had been slipped into the mail sack, the first-year French class was well under way with intense plotting and planning which will materialize into two additional boxes. They will also be shown how to complete the various customs tags and other postal forms, since I know that our first effort was merely the cornerstone of a long-range project in which careful guidance should be my only part.

The worth of this activity, to me, is beyond evaluation, and we eagerly await the arrival of the "thank-you-note" telling us of the safe arrival of our present. Frankly, I can't think of a more practical and friendly way for my students to practice the ideals of the brotherhood of nations theme, which when linked with the timeless Golden Rule can be such a vital factor in laying the foundation for the global hope of a world at peace.

HILDA MAY JOHNSON,
Jamesburg High School,
Jamesburg, N. J.

To the EDITOR:

I thought you might wish to print this rhymed criticism of the Harvard Report which I composed for a paper to the Association of Heads of Department of the High Schools of Philadelphia.

RHYME OF THE ANCIENT AND MODERN FOREIGNER

Said an august committee, twelve tried men and true,
The less fuss about languages, the better for you.
Such was the dictum of the Harvard Report,
In general good, but in this point short.
Without expert advice from those in the know,
They decided to give tongues a mortal blow.
Only English, Science, Social and Math.
To knowledge and culture could hence be the path,
For languages to English are only adjunct,
The rest of their uses are almost defunct.
To learn a language and acquire a tool
Would henceforth be only the act of a fool.
Wait till such skill comes into need!
It doesn't take long then to accomplish the deed.
Or, when you travel, just go de luxe
And get all your chores done by Thomas Cooks',
And limit your interest to things gastronomic,
Why worry 'bout more in this age called atomic?
Besides, when most food is sucked through a straw,
Why sink one's teeth into something raw?
Why try bring a tongue to a "kindling point,"
And waste years of time in a polyglot joint,
When in less time you can learn so much else,
That does not on brain cells produce any welts,
Which can be begun fresh at any spot,
And never heap up to sadden your lot?

But if you insist on this foolish knowledge,
Please wait until you enter college!
Delay 'till you pass safely the plastic stage,
Since organs of speech grow more supple with age.
Especially in summer they become active,
That's how to make the dog days attractive—
Is the committee's advice to linguistic sharks,
When the lazy canines cease their barks.
One year of Latin, or of French the same,
Sufficient would be for the halt and the lame.
Real knowledge should be reserved for the few,
How that to achieve is left secret to you.
One footnote gives German praise in science,
Castilian produces friendly alliance.
Italian is not mentioned at all,
Not even Dante is given a call.
Great pity is lavished over the weak—
Just how this fits in connection with Greek
Which is praised along with modern Russian,

Would confound even a pedantic Prussian.
 But better still than be specific,
 Because the effort would be terrific,
 Let's lump the tongues into one group,
 And learn them all at one fell swoop.
 The more such knowledge is diluted,
 The better all and sundry suited.
 Perhaps a fine name will hide the gap,
 and make it easy to conceal the trap.
 Let's call it "general," O blessed name!
 And ease the road that leads to fame.
 If it can be done, it's a clever trick,
 Methinks this section will never stick.

OSWALD R. KUEHNE,
 Overbrook High School
 Philadelphia

715 Forest Avenue
 Ann Arbor, Michigan
 March 17, 1946

Dear Professor Olinger:

From time to time I have been reading in the *Journal* the Notes on French Usage by Clifford S. Parker. It occurs to me that, since the author frequently holds up the mirror to sins of omission, and others, on the part of the writers of French textbooks, it might be well to include his bibliography of sources. It is just barely possible that, among the many textbooks published, he has missed some here and there.

I have before me *M.L.J.* xxviii (December), 1944, 682-684: *Parler (Le) Français*. In it, Professor Parker gives numerous examples of a form of *parler* followed by *le* before the name of a language. But among those examples I find none involving a repetition of the sound of the definite article, as in "*Il parle le français*," although I do find "*Il parlait le français*." In view of this fact, is it not odd that Professor Parker has not suspected that the article may be omitted because the speaker dislikes the sequence "*le le*"? Frenchmen are peculiar that way: they abhor the ridiculous sound sequence.

I did not overlook an example which follows the group mentioned above, on the same page (683). The example is "*Elle parle le français et l'anglais*." Professor Parker suggests that perhaps it is because "*anglais*" begins with a vowel. So it does, and it stands right after another vowel, "*et*," if "*l*" is omitted. Something like "*où on*," which the French sometimes like to change to "*où l'on*," but not in a case like "*où on le voit*": too much "*l*" plus "*l*." And once the Frenchman has an article before "*anglais*," he likes to be logical about it, perhaps, so he puts one also before "*français*," to balance the construction. Not only in a case like this, but in such as "*Il met la main dans la poche*," although even a beginning student knows that a pocket is not a part of the body unless you are a kangaroo.

Verily, oral French is an interesting language. We should all be thankful that we are going to be forced to teach it as such from now on. It's simpler that way. But perhaps we should begin to study it as an oral language,

too. Les yeux, paraît-il, sont toujours les ennemis des oreilles. Les pires ennemis.

I note also that Professor Parker quotes some informants who are *not French*, although the fact is perhaps unknown to him. That does not, however, preclude the possibility of their being excellent students of the language and of usage.

Lest I be taken to task for overlooking an example such as "Parlez-vous français?", may I call attention to the fact that once a construction has entered a language, it tends to persist and spread, in usage, to points where the contextual explanation for its presence does not exist? This is a commonplace in the history of the French language.

Very truly yours,
N. S. BEMENT

June 25, 1946

To the EDITOR:

I wish to make a comment concerning a statement in a review of the Holt edition of *Don Segundo Sombra*, made by the reviewer, McKendree Petty, in the May, 1946 number of *The Modern Language Journal*. There seems to be a general misconception, as indicated in this review, that the *¡chel* so commonly used in the Argentine, is peculiar to that country and not used in other parts of the Spanish-speaking world. I wish to cite two quotations which would seem to indicate that this word is also in quite general use in southern Spain:

1. "... ¡Eh, tú, *chel* se oía decir." Pío Baroja, *El árbol de la ciencia* (Madrid: Caro Raggio, editor, 1922), p. 133.

2. "I did not like Valencia."

"Why?" Maria asked and pressed Robert Jordan's arm again.

"Why did thee not like it?"

"The people had no manners and I did not understand them. All they did was shout *ché* at one another." Ernest Hemingway, *For Whom the Bell Tolls* (New York: Charles Scribner's Sons, 1940), p. 84.

Very truly yours,
WALTER T. PHILLIPS,
Professor of Spanish

EDITOR'S NOTE: We are pleased to reprint here Dr. Huebener's letter in reply to Mr. Steigman's article, "Let The Colleges Set Our High Schools Free," which appeared in the July 1946 issue of the *Reader's Digest*.

June 26, 1946

Editors,
Reader's Digest,
Pleasantville, New York
Gentlemen:

In the name of our staff of about 800 teachers engaged in teaching foreign languages to almost 150,000 students in our high schools, I should like to protest against several extremely misleading and questionable statements regarding foreign language teaching made in the article "Let the

Colleges Set Our High Schools Free." According to a survey made several years ago, the foreign language staff of our city schools was the best equipped in the country and attained the highest results. Their teaching is certainly as good as that in any other field. In fact, after classroom observation in a hundred European schools, I am of the opinion that our methodology is far more refined and scientific.

The great deficiency in our organization is the lack of time. The majority of our students (about 83% for the entire nation) study a foreign language for only two years. Within that short period it is humanly impossible to secure skill mastery.

In most European schools a first language is studied for eight years; a second is taken for six years. In addition, in normal times, trips are provided to the foreign country to afford oral practice. This was particularly true of Switzerland.

Whenever our citizens are ready to spend more money on language instruction and our school administrators are ready to allot more time and reduce classes, our teachers will be able to equip our students with oral competency.

Whether the latter should be the aim is debatable. We offer most school subjects for their purely educational value; this is particularly true of music and art. All children are—rightfully—given instruction in these fields, though only a portion of them are gifted and only a very small percentage of them will ever use music and art vocationally.

Furthermore, in a democracy every pupil is entitled to the widest possible choices, for despite all scientific tests and prognoses, we cannot foretell what place he will occupy as an adult. Once, however, having passed the impressionable years of childhood he will find it extremely difficult, if not impossible, to make up fundamental deficiencies in skills based on continued practice. These skills include the ability to use a language as well as to play a violin.

To omit foreign languages from the curriculum of the normal child is to deprive him of the very basis of our cultural heritage. The education of no one is complete who has never had any contact with the language and culture of at least one foreign people. In a world which is continually shrinking and where almost instantaneous communication with distant places is possible, this is practically axiomatic. What America with its leadership in world affairs urgently needs at this time is a more widespread and a more thorough knowledge of foreign languages.

Sincerely yours,
THEODORE HUEBENER,
Acting Director of Foreign Languages

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

• Announcements •

WINTER QUARTER IN MEXICO

January 6 to March 14, 1947

During the 1947 Winter Quarter a group of students will transfer to Mexico City College for intensive study of Spanish and allied subjects. Not only Spanish majors and future teachers but students in "International Relations—Latin American Phase" will compose the group. Students from any institution on the Quarter system are eligible and invited to participate.

Even before the outbreak of the late war, Dr. James B. Tharp, Professor of the Teaching of Foreign Languages, Ohio State University, had begun work on a plan to bring students to Mexico for study as well as to place other students in schools in Mexico where they might observe the work done in Spanish language instruction. Despite the outbreak of the war, the teaching side of the plan was inaugurated and one student was given an opportunity for practice teaching with the American School Foundation, Mexico, D. F. No further progress could be made because of the war.

In January 1946, Professor Tharp took the first group of Ohio State students to Mexico where they studied under the authorities and faculty member of Mexico City College, an American-type institution founded to give American university work in Mexico and to provide a center for students from the United States who wish to study in the southern republic. The students who pioneered the idea were all Spanish majors but in addition to Spanish courses they also attended classes in Mexican History, Latin American Geography, and courses in other liberal arts subjects sufficient to give each a full study program. The thought was to provide a maximum amount of work in Spanish language and Latin American courses while not neglecting regular course work in other fields of a liberal arts nature, conducted in English, omission of which would delay graduation. Mexico City College is the only institution in Mexico equipped to carry on such a range of instruction.

The 1946-47 catalogue offers an adequate choice of courses in English, Fine Arts, History, Political Science, Speech, etc. Prof. Tharp, Director of WQIM and counsellor of the group, will offer a course in Methods of Teaching Romance Languages. Opportunity will be given for special study under competent supervision of the teaching of English as a foreign language.

Students may travel to Mexico by any means they choose: by plane, train, auto, bus or boat. The cost of the trip may be determined by inquiry at the nearest airport, railway station, automobile club, bus station or steamship ticket office. Present round-trip rates from Columbus, Ohio: Bus, \$70; Pullman, \$185; Airplane, \$215. Students driving private autos will take the well-paved Pan American Highway via Laredo, Texas. In any case, students should report in person to Mexico City College authorities not later than January 6 to be assigned to quarters. Prof. Tharp will arrange class schedules by correspondence. Classes start Tuesday, January 7.

Clothes worn should be those used ordinarily in the fall weather in the north temperate zone. While winter days in Mexico City are almost always sunshiny (for roof-top sun bathing) and rain seldom falls, the nights are quite cool.

Excursion trips and special lectures will be offered to Winter Quarter students. The trips will be arranged at the lowest possible cost. Lectures will be free. The cost of board and room per week will range from approximately \$15.00 (low) to \$25.00 (high) U. S. Currency. Plans are under way to provide dormitory facilities (two or three per bedroom) with meals under direction of a cultured Mexican house mother to a limited number of girls who will pledge to

speak nothing but Spanish in the house. Other lodgings, single or double, will be with approved Spanish-speaking families, with or without meals.

The fees, in U. S. Currency, are: Tuition, \$65.00; Incidental Fee (covering library, physical recreation, medical service, publications, etc.), \$15.00. Course credits will be transferred back to each student's college by official transcript from the Registrar of Mexico City College. Previous to the transfer to Ohio State University of the credits earned by the 1946 group, individuals had transferred credits to Univ. of Illinois, Univ. of Missouri, Georgia Tech.—to mention only three of the schools listed in the catalogue. Mexico City College is approved by the Veterans Administration for students enjoying the privileges of the G.I. Bill of Rights. Provision can be made for the transfer of G.I. benefits during this quarter abroad.

Students interested in registering for the WINTER QUARTER IN MEXICO should write to:

Professor James B. Tharp,
Ohio State University,
Columbus 10, Ohio

WISCONSIN INTRODUCES PORTUGUESE AS EXTENSION STUDY

The study of Portuguese has been added to the Romance language offerings in the correspondence-study program of the Extension division, University of Wisconsin, at Madison. The new course, Elementary Portuguese, is now available to students in Wisconsin and other states. For those working toward degrees it gives four credits, transferable to many other institutions.

"The course," the Extension division announced, "has the double purpose of offering a basic foundation for classical study of the Portuguese language and culture and of giving a command of its fundamentals. The pronunciation is that of Brazilian rather than of the Continental, or Lisbonese, Portuguese. Careful explanations of pronunciation, together with the fact that Portuguese has more sounds nearly like English than any of the other Romance languages, are an aid to acquiring conversational expressions in the language."

Reading in Portuguese is begun early and drill is given by means of sentences in Portuguese and the translation of English into Portuguese.

Portuguese is reported to be enjoying a wide popularity since the war. It is proving an important aid in diplomatic and commercial exchanges with South American countries, especially Brazil, where it is of practical value as the language of the country. At The University of Wisconsin the department of Portuguese, headed by Professor Lloyd A. Kasten, offers five courses in Portuguese and currently enrolls more students than in any previous year.

ATTENTION—TEACHERS OF FRENCH

The National Information Bureau of the American Association of Teachers of French sends us the following information which we are happy to pass on to you.

RESERVE AUDIO-VISUAL MATERIAL NOW FOR NEXT YEAR!

The French Cultural Services will offer the following audio-visual material, beginning with the 1946-47 school year, to French clubs of public and private high schools. Requests are being received now for the next school year. The schedule will be made up in order of receipt of requests.

- I. Color slides of French paintings, arranged in four exhibitions by Mr. Charles Sterling of the Louvre and N. Y. Metropolitan Museum of Art, and accompanied by Mr. Sterling's commentary—
 - A. From Fouquet to Cézanne
 - B. 19th Century
 - C. From primitives to 19th Century

- D. 20th Century
(There are about 30 slides in each group; 2×2 size)
- II. Color slides of French railroad posters, arranged according to regions of France, and accompanied by a bi-lingual text prepared under the supervision of Professor D. Girard—
- A. Normandy and Brittany
 - B. North, East, Lakes and Mountains of France
 - C. South and Mediterranean
 - D. Chateaux and Massif Central
- (There are about 30 slides in each group; 2×2 size)
- III. Six documentary films by M. Jean Benoit-Lévy; just released.
- A. Maroc, terre de contrastes
 - B. L'Amiante, ou la Pierre que l'on tisse
 - C. Un grand verrier
 - D. Un grand potier
 - E. Le Professeur d'Arsonval
 - F. Perles du Djerid, Tunisie
- (16 mm sound films in French; running time of each film about 20 minutes. Texts in French will be sent in advance, upon request)
- IV. Pre-war films of France, formerly released by the Office of French Railways and shown at the N. Y. World's Fair. Films are worn. List available upon request. 16 mm sound, silent; some English, some French.
- V. A post-war film of France: Mr. MacJannet is generously lending a copy of the film he took in France during his visit in 1945. 16 mm silent, with commentary by Mr. MacJannet.

Conditions for borrowing

The above audio-visual material will be loaned under the following conditions:

It will be circulated in co-operation with the National Information Bureau of the A.A.

T.F.

We will charge a nominal fee of \$1.50 payable to the National Information Bureau of the A.A.T.F. to cover cost of handling.

We will pay for the transportation cost at this end, but each school (in addition to the \$1.50 borrowing fee) will pay for the return postage.

All material will be loaned for 48 hours and must be returned promptly at the end of the second day.

Schools wishing to use this material during the year 1946-47 are asked to communicate with the French Cultural Services, 934 Fifth Avenue, New York 21, N. Y., attention of Mr. Pierre Guédenet:

FRENCH FILMS

A. F. FILMS, Inc. (Actualités Françaises) announces the distribution of French documentary films (16 and 35 mm.) in the United States and Canada. These films on the social and economic life in France will help acquaint Americans with what is happening in France. The English commentaries will be especially adapted to this purpose. These commentaries are also given in French spoken by well-known speakers with excellent pronunciation. The following list contains only a few of the many films available at A. F. Films, Inc., 1600 Broadway, New York 19, N. Y.

L'ART RETROUVÉ: Le retour des chefs-d'oeuvre dans les Musées est comme le renouveau de l'Art Français. Les peintres, sculpteurs et architectes contemporains pris sur leur vif dans leurs studios.

(une bobine, 10 minutes—Prix location \$1.50)

LETTRE DE PARIS: La capitale en 1946, au visage déprimé mais faisant courageusement face à l'avenir.

(deux bobines, 18 minutes—Prix location \$3.00)

AMITIÉ NOIRE: Les noirs au coeur du Tchad et les danses du désert. Commentaire écrit et parlé par Jean Cocteau.

(deux bobines, 20 minutes—Prix location \$3.00)

ROUEN: Après le passage des Vandales, Rouen surgit de ses ruines.

(une bobine, 10 minutes—Prix location \$1.50)

LIBÉRATION DE PARIS: Paris se venge et chasse l'envahisseur.

(trois bobines, 30 minutes—Prix location \$3.00)

SOCIETY OF THE FRIENDS OF ROMAIN ROLLAND

A group of the friends of Romain Rolland, whose purpose is to preserve the spirit of the author of *Jean Christophe*, has formed a society, "The Friends of Romain Rolland," with headquarters in Paris.

Paul Claudel is president, Jean-Richard Bloch and Charles Vildrac, vice presidents, and the Committee includes Mme. R. Rolland, Mlle. Madeleine Rolland, Georges Duhamel, Julien Cain, Louis Aragon, Francis Jourdain, and others.

The Specific Aims of the Association Are:

1. To establish at Clamecy an Information Museum.
2. To set up an archive of R.R.'s books, letters, cuttings and personal diary in the Bibliothèque Nationale of Paris.
3. To set up an International Prize for literature, philosophy and history.
4. To publish regularly a series of R.R.'s books, containing his correspondence, essays and articles. (The heiresses would abandon to the Society their royalties on these letters.)
5. To organize theatrical performances, lectures, etc.

Foreign sections of the Society are already formed in several countries—in Switzerland, Italy, Russia, Czechoslovakia and now in the U. S.

Financial Means of Operation:

1. Mme. Romain Rolland and Mlle. Madeleine Rolland intend to make their will in favor of the Society.
2. Mme. Rolland and Mlle. Rolland will transfer to the Society parts of their royalties.
3. Gifts of certain French and foreign organizations.
4. Subscriptions of the members of the Society. There will be several categories of members. Membres adhérents, 20 frs per year; actifs, 100 frs per year; membres donateurs, 1000 frs the first year and 200 frs per year the following years; membres bienfaiteurs, 5000 frs once and no more. The membership fee in U.S.A. would be from \$3 upward. Address all communications to Mrs. Friderike Zweig, Secretary-General, 288 Ocean Drive West, Stamford, Conn.

INTER-AMERICAN EDUCATIONAL FOUNDATION, INC.

In the past two years the English teachers of Brazil, in an effort to raise their professional standards, have organized themselves into a whole series of regional associations. In several cases the organization was accomplished under the aegis of the local Brazilian-American cultural institute. One of the chief aims of each association is to develop broader contacts with similar professional groups in other countries, particularly in the United States.

The Brazilian teachers of English would be pleased to act as a clearing house for projects involving Brazilian-American collaboration in the field of foreign language teaching.

Below are the names of several Brazilian associations of teachers of English and their respective officials for 1946-47.

Rio de Janeiro

Associação dos Professores de Inglês

President: PAULO CESAR MACHADO DA SILVA
Instituto Cultural Brasil-Estados Unidos
Rio de Janeiro

Vice President: MARIA TERESA PORTELA*1st Secretary:* GERSON DE MORAIS REGO*2nd Secretary:* DINORAH VITAL BRASIL*Treasurer:* CORONEL JOSÉ DOMINGOS DOS SANTOS JR.*Curitiba*

The Association of Professors of English of Paraná

President: DR. IGNÁCIO PARANÁ

Centro Cultural Inter-Americano

Curitiba, Paraná

Secretary: LYGIA ERICHSEN CANEIRO*São Paulo*

Associação Paulista dos Professores de Inglês

President: HYGINO ALIANDRO
União Cultural Brasil-Estados Unidos
São Paulo, S.P.

Belo Horizonte

Associação Mineira dos Professores de Inglês

President: ANTONIO FRANCISCO
Instituto de Educação
Belo Horizonte, Minas Gerais

Vice President: EDMAR GONCALVES QUEIROGA
Colégio Santo Agostinho, B.H.

Secy-Treasurer: JOSÉ GOUVÊA
Ginásio "Getulio Vargas," B.H.

Salvador

Associação dos Professores de Inglês da Bahia

President: MANUEL PEIXOTO

Associação Cultural Brasil-Estados Unidos
Salvador, Bahia

1st Vice President: AUREO DE OLIVEIRA FILHO*2nd Vice President:* ROGERIA DOS SANTOS*1st Secretary:* PERCY ESTEVES CARDOSO*2nd Secretary:* EMMA BERTHA KOLBE*Treasurer:* ALINE DE MELO LINS

For further information address: Clifford H. Prator, Education Specialist. Office of Inter-American Affairs, Inter-American Educational Foundation, Inc., 499 Pennsylvania Avenue, N.W., Washington 25, D. C.

ATTENTION—SECRETARY-TREASURERS OF ALL
AFFILIATED ASSOCIATIONS OF MODERN
LANGUAGE TEACHERS

Please do not fail to send to the editorial office all notices and announcements concerning the coming meetings and conventions of your associations for the academic year 1946-47. This should be done as early as possible so that all members may be properly informed well in advance as to the date and place of these meetings.

Personalial¹

BUENA VISTA COLLEGE, STORM LAKE, IOWA

Appointment:

Dr. Paul J. Menge, Head of the Department of Modern Languages. A note from Dr. Menge states that special emphasis to work in foreign languages was to be given in the summer session of 1946 at Buena Vista College.

CLEVELAND COLLEGE OF WESTERN RESERVE UNIVERSITY CLEVELAND, OHIO

Appointment:

Dr. Robert Beachboard—from Cornell University.

UNIVERSITY OF ILLINOIS, URBANA, ILLINOIS

Promotions:

Dr. Arthur Hamilton—Assistant Dean of Men in charge of foreign students. Continues in same capacity in Spanish.

Dr. R. H. Kahane—from Assistant Professor to Associate Professor of Spanish.

Dr. Revilo Oliver—from Associate to Assistant Professor of Spanish.

Dr. Joseph Flores—from Instructor to Assistant Professor of Spanish.

Return from leave:

Professor John Van Horne—returned second semester from two and one-half years of service as Cultural Attaché in Madrid.

Appointments:

Dr. Robert Carrier—Assistant Professor of Spanish.

Dr. Gerald Moser—Assistant Professor of Spanish.

Dr. Philip Kolb—Instructor in Spanish.

Lucile Delores—Instructor in Spanish.

UNIVERSITY OF KANSAS, LAWRENCE, KANSAS

Promotion:

Dr. L. L. Barrett—from Assistant Professor to Associate Professor of Spanish.

MATHER COLLEGE OF WESTERN RESERVE UNIVERSITY, CLEVELAND, OHIO

Appointment:

María Tomás—Department of Spanish.

MIAMI UNIVERSITY, OXFORD, OHIO

Promotion:

W. C. Smyser—from Assistant Professor of Romanic Languages and Registrar to Associate Professor and Registrar.

¹ These items apply to the academic year 1945-46 and were received too late to be included in the May number of the *Journal*. Items for 1946-47 will start to appear in the November number.

UNIVERSITY OF MICHIGAN, ANN ARBOR, MICHIGAN

Promotions:

Michael S. Pargment—from Associate Professor to Professor of French.

Dr. Abraham Herman—from Instructor to Assistant Professor of French.

Dr. Vincent A. Scanio—from Instructor to Assistant Professor of Italian.

Appointment:

Dr. Franklin M. Thompson—Instructor in Portuguese

Death:

Joseph Newhall Lincoln, Associate Professor of Spanish and Portuguese, died suddenly on August 8, 1945. Mr. Lincoln was born November 6, 1892 at Quincy, Massachusetts. He was a graduate of Amherst College in the class of 1915 and later studied at Harvard, in Madrid and at the Sorbonne, and in 1927 held the Sheldon Traveling Fellowship, through which he continued his studies in Spain and in France. He received the Ph.D. from Harvard in 1931 and had been teaching continuously at the University of Michigan since 1927. Professor Lincoln had published a number of significant contributions in the field of Aljamiado literature, some papers on medieval folk-lore, a *Guide to the Bibliography and History of Hispano-American Literature*, and an essay on *Understanding our good neighbor Brazil*. At the time of his death he had nearly completed a tabular outline of Brazilian literature, which will be published posthumously. Since 1942 he had been in charge of the teaching of Portuguese at the University of Michigan.

UNIVERSITY OF OREGON, EUGENE, OREGON

Appointments:

Dr. Daniel G. Samuels—Visiting Associate Professor of Romance Languages.

Dr. Berthold Friedl—Associate Professor of Romanic Languages.

Perry J. Powers—Instructor in Romance Languages.

Louis E. Richter—Instructor in Romance Languages.

Retirement:

Miss Anna M. Thompson, Assistant Professor of Romanic Languages.

Return from leave:

Dr. C. B. Beall—on leave of absence during winter and spring terms, 1946, to teach graduate courses at Princeton University as a visiting professor.

UNIVERSITY OF SOUTH CAROLINA, COLUMBIA, S. C.

Return from leave and promotion:

Lt. Com. Wilbur C. Zeigler—to Adjunct Professor of Modern Languages.

Lt. A. S. Hodge—to Adjunct Professor of Modern Languages.

Appointment:

Miss Nellie Lamar—Instructor in Modern Languages.

In addition to Miss Lamar four other part-time instructors are helping out with the large registration in modern languages.

The Houghton Mifflin Company announces the following additions to its editorial staff in the field of modern languages:

James C. Babcock, University of Chicago—editorial adviser in the field of Spanish.

William C. Holbrook, Northwestern University—editorial adviser in the field of French.

Reviews

CHEYDLEUR, FREDERIC D., *Criteria of Effective Teaching in Basic French Courses at the University of Wisconsin*, Bureau of Guidance and Records of the University of Wisconsin (Bulletin of the University of Wisconsin, August, 1945), 61 pp., 53 tables.

CHEYDLEUR, FREDERIC D., "Judging Teachers of Basic French Courses by Objective Means at the University of Wisconsin, 1919-1943," *Journal of Educational Research*, XXXIX (November, 1945). 161-192, 15 tables.

For a quarter of a century at the University of Wisconsin Professor Cheydleur has been conducting an explorative investigation of gargantuan proportions for the purpose of establishing a thoroughly objective method of measuring the professional efficiency of staff members engaged in teaching the first four semesters of French. From time to time in the course of his exhaustive inquest he has issued in various reviews brief reports of the progress of his experiments. The two reports here under review present the end results of Cheydleur's long labors. *Criteria of Effective Teaching* constitutes the complete account, with full tabular apparatus and an Appendix (pp. 39-61) wherein various rating methods are compared and evaluated, with twenty-one supporting tables. Those readers who are not statistically minded may obtain a wholly sufficient knowledge of the substance of Cheydleur's findings in the condensed version of *Criteria* published in the *Journal of Educational Research*. Except for the omission of the Appendix, the suppression of six tables and the alteration or omission of occasional paragraphs, the two versions are duplicates.

Cheydleur's investigation is, of course, of immediate and special interest to teachers of foreign languages. However, it is the considered judgment of this reviewer that it is also of the highest significance for the teaching profession generally. That is clearly the opinion of the Registrar of the University of Wisconsin, who writes in a Foreword to *Criteria*: "there is every reason to believe that the same procedure could be applied to any other subject-matter field." It is quite probable that high-school principals as well as college administrators will welcome Cheydleur's method of teacher evaluation as the answer to a long felt need. While professional educators will surely wish to add various refinements to the method in its present state, there is good reason to believe that they too will fall in line. The potential ramifications of this soundly constructed and extremely perspicacious study are truly breath-taking and certainly such that no teacher can afford to neglect it. For it is not unlikely to happen soon that a multitude of teachers in many different subjects and at several levels of instruction will be called upon to serve as "guinea pigs" in a similar project in their own class-room.

The basic purpose of Cheydleur's project was to discover a completely objective, scrupulously fair and just method of grading teachers,—a method at once highly reliable, reasonably simple and entirely free from subjective judgments. His basic assumption he states to be, "By their fruits ye shall know them." Rigorously avoiding methodological controversy, he accepts the premise that "the end result, and not the ways and means, should be the measure of a good teacher." Because his investigation extended over a period of a quarter of a century, he was able to work on a base so broad as to leave no room for cavil. Between 1919-1943, Cheydleur observed "about 175 instructors of all ranks teaching a total of about 36,000 students, duplicates included."

The first problem to be faced was the invention of a departmental examination that would be reliable and valid to such a degree that it could be safely used as "the pivotal point in the criteria of effective teaching." To accomplish this required years of painstaking experimentation and numberless correlations with class grades and standardized tests. Yet if Cheydleur

had stopped at this point, his work would have merited little attention, since the principles of building reliable language examinations along objective lines have been very exhaustively studied and applied by several others. It is in his recognition of "factors conditioning achievement in basic French courses" that Cheydleur showed the true measure of his ingenuity. Every teacher knows that sectioned classes differ greatly one from another and from year to year. The problem has been how to measure these variations and correlate them with an objective test grade. Whatever they may be, it is these variant factors which complicate matters and make it seem,—at least, to the teacher—quite impossible to achieve an equitable basis for judging fairly the precise role played by the teacher in the end result.

Of the several complicating factors Cheydleur places first,—and with good reason—the intelligence of the students undergoing instruction. Refusing to rely upon the results of standardized mental tests, he determined to measure this factor on the basis of grade-point averages, which he found to be notably more reliable. Now, at this stage, had he devised some way to correlate this intelligence factor into the teacher's grade, he would have taken a truly original step,—a step which could have been repeated with each succeeding factor as it came under observation. Instead, Cheydleur contented himself in this first instance to resort to the device of the Standard Deviation, "to meet the objection that the personnel of the individual classes was not equal." Obviously, it is a notable advance to have employed the Standard Deviation; but why, with all the pertinent data at hand, did Cheydleur brush aside his data at this point to take refuge in the mechanical device of the Standard Deviation? The obvious retort to this criticism is doubtless that the working out of a coefficient of intelligence variation would have added immeasurably to the task undertaken, that a reasonable degree of simplicity had to be preserved and that the Standard Deviation would serve to provide a sufficiently accurate estimate. Perhaps it would; but the proof of this is nowhere offered in the evidence before us. In an investigation of such general excellence as this one, estimates are not good enough; we are entitled to expect definitive correlations of every quantitatively measurable element. That is apparently not included in Cheydleur's concept of objectivity; for, surprising as it may seem, he takes no account of the other conditioning factors which he himself recognizes as measurably pertinent to the final scoring of teachers. For instance, he stresses the importance of the sloughing-off of incompetent students, with the resultant high percentage of failures in the first semester, followed by a rapidly diminishing percentage thereafter. He measures the significant effect of class size upon final grades and observes also that the reading method produces notably better grades than the eclectic method. Yet in his final method for scoring teacher efficiency, he ignores these variants completely. His ultimate correction of final test results boils down to his original correction for intelligence variation, measured by means of Standard Deviation. Again, it may be that this is quite adequate; but how are we to know?

In actual practice, then, Cheydleur's method works as follows: (1) He determines the number of times the means of the final examinations of the instructor's classes falls *below or above* the average of the group. (2) He determines the number of times the difference between the Standard Deviation of the class marks and the Standard Deviation of the examination marks of the instructor's classes is *less than* the difference of the Standard Deviation of the group. (3) He determines the number of times the instructor's correlations between class marks and examination marks *exceed* similar correlations for the group. As originally worked out, the final rating of the teacher was derived by dividing the total number of positive results by the total number of classes taught and multiplying by 100 to obtain the percentage of efficiency. The introduction of algebraic refinements at a late stage in the investigation did not produce notably different results. However, with his customary solicitude for accuracy, Cheydleur chose to sacrifice the simplicity of his first arithmetical formula and after 1935 employed his new formula, without, it should be emphasized, altering the basic elements of the method in any way.

Analysis of these three criteria shows that (1) is based essentially upon student performance in the objective examination given at the end of each term; (2) represents a righteous but

not entirely satisfactory attempt to account for contingent factors recognized as significant in producing the teacher's final score, with special consideration of variation in the personnel of individual classes; (3) checks the teacher's judgment of student performance by correlating class marks with final examination grades; (4) brings these three separate elements together in a correlation expressed in percentage rating. The teacher can now be graded as (1) superior (2) good (3) fair (4) poor. It is the second step which causes this reviewer some concern for the reasons already stated. In spite of the additional operations entailed, the method, to be water-tight, and to command the absolute confidence of those who are to be judged by it, should include within its purview every conditioning factor of measurable significance or reduce these to a coefficient so plausibly right as to remove all doubts from the minds of those to be submitted to judgment. With this complaint now doubly registered, let us hasten through the other items with which Professor Cheydleur regales us,—items which have no immediate relation to the method expounded, but which throw light upon several matters of perennial interest to teachers and administrators.

Seasoned teachers will not be surprised that Cheydleur found a low correlation between the teaching efficiency of graduate assistants and the grades received by such assistants in graduate classes. Those who have entertained the belief that the pursuit of graduate work enhances the effective value of the teacher in service will have to revise their thinking; for Cheydleur shows convincingly that teachers are more efficient when they are giving their undivided attention to their students. This fact might well be pondered upon by many of our larger institutions of higher learning; its implications are obvious, but it raises the question, no less serious, as to when, where and how training of college teachers is to be accomplished. Cheydleur confirms the findings of earlier observers that at the level of the basic language courses women produce slightly better results than men; but the advantage accorded to women is so slight that no teacher who is at the same time a genuine lady would wish to insist upon it in the presence of her less fortunate male colleagues. Substantial evidence is presented to support the suspicion of many administrators that foreign-born teachers generally fall far behind American-born teachers; the discrepancy is of sufficient importance to prompt Cheydleur to suggest that "the former should be entrusted with basic courses with caution." And finally, it should be a source of gratification to those of professorial rank to know that at Wisconsin professors obtained notably better results than assistants or instructors.

We are left with the conviction that the closely packed pages of Professor Cheydleur's report contain in essence "the shape of things to come"—and soon—in the teaching profession. The strictures which this reviewer has felt impelled to set down are not offered with the intent of calling into question either the validity or the sufficiency of the method as a whole and certainly not to detract from its predominantly solid merits, upon which it can stand quite unchallenged. The points raised do seem to call for further elucidation and it is to be hoped that in the interest of the profession which he has served so well the author will graciously consent to clarify these issues. For his method bids fair to penetrate deeply into the fabric of the American educational system once its merits become widely known and the American teacher is certainly entitled to assurance beyond the suspicion of a doubt that the judgment of his professional efficiency, which means his right to teach, is based upon a method not only completely objective but also and to the last detail complete. In the meantime, Professor Cheydleur will be fully justified in holding to his modestly expressed belief that he "has discovered a method of objective rating of teaching effectiveness that is clearer, much more reliable and convincing than the usual subjective rating of department heads or other administrative officers."

Finally, this reviewer would be remiss in his duty if he did not utter a word of friendly warning to administrators. It is this: no school system should attempt to apply the Cheydleur method until it has acquired a competent statistician. It may sound simple, but there is a lot

of figuring involved. And if the additions suggested herewith were to be adopted, two statisticians, both competent, would be indispensable.

ALBERT D. MENUT

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DONDO, MATHURIN, and BRENNAN, MORRIS, *French for the Modern World*. New York: Harcourt, Brace and Company, 1946, 379 pages. Price \$1.84.

This text-book has been written "for those who wish to adapt their elementary French course to the changes and requirements of our modern world." It comprises nine units, these being subdivided into definite lessons: (1) Parlons français, (2) À l'école, (3) En France, (4) La Radio, (5) Les Français en Amérique, (6) La Cuisine française, (7) Le Corps et les Vêtements, (8) Paris, (9) L'Opéra français. An appendix presents the essential phonetic symbols, a list of French equivalents for common English Christian names, tables of regular and irregular verbs, and numbers (*en toutes lettres*, and with accompanying phonetic transcriptions) up to one million. In the French-English and English-French vocabularies every noun is preceded by an article to show its gender, and all pronunciations are indicated by phonetic symbols. At the end of the book comes an adequate index.

Much might be said in praise of this text. It is illustrated not only with well-chosen photographic views but also with amusing and doubtless also really helpful sketches interspersed through the lessons, as well as musical scores for the various songs introduced, and such further graphic aids as a typical complete restaurant menu and special simplified maps of France, of Paris, and of the United States, designed to bring out particular features.

In keeping with the avowed purpose of the book, its first "unit," *Parlons français*, begins by giving the student a bird's-eye view of the position of the French language in our modern world, and at the same time calls attention to the immeasurable contribution of French to English. In the fourth lesson, the principles of French pronunciation which have been exemplified in preceding exercises are applied to a few of the French words commonly used (and badly pronounced) in current English. These are merely examples of the method of integration which is characteristic of the book as a whole. Many of the exercises are of a nature to suggest indefinite amplification by additional examples, if a teacher wished to develop them further. Throughout, there is emphasis upon speaking and upon the oral quality of the living language. *French for the Modern World* combines sound pedagogy with a sprightliness of presentation which makes it attractive and stimulating.

LOUIS FOLEY

Ecole Champlain
Ferrisburg, Vermont

HUGO, VICTOR, *Cosette et Marius*. Episode des *Misérables* retold and edited by Paul L. Grigaut and John A. Floyd. Graded French Readers—Book Three Alternate. Heath-Chicago Language Series, Otto F. Bond, Editor. 1945.

DUMAS ALEXANDRE, *La Tulipe Noire*. Abridged and edited by Livingstone de Lancey and Otto F. Bond. Graded French Readers—Book Four Alternate. Heath-Chicago Language Series, 1945.

Here are two little volumes, gaily bound in red, which will be welcomed by those teachers who believe in the Rapid-Reading Method. The choice of subjects seems to this reviewer much more judicious than either fairy tales or mediaeval romances, not to mention "the banter of *La Barbe et les Cheveux*." The historical background will appeal to adult minds, and the breath-taking episodes are well fitted to the spirit of youth. The graded approach to more complex sentence-structure, to a larger stock of words and idioms, is prepared most carefully.

The few exercises in the back of the book are meant mostly to develop a well-rounded passive vocabulary.

For "those who wish oral practice" there is an "innovation" in the back of *Cosette et Marius*, an average of four or five questions based on each short chapter. It is, however, the opinion of the reviewer that "those who wish oral practice" will be better satisfied with other texts, though they will find the Heath-Chicago Language Series most helpful for outside reading.

MARION TAMIN

Western Michigan College of Education
Kalamazoo, Michigan

BIHL, J. K. L., *Alltagsdeutsch. Everyday German*. Boston, etc.: Houghton Mifflin Company, 1945. Price, \$2.00.

Unlike many recently published conversational manuals, *Alltagsdeutsch* does not begin with the first day in the German class. The author states in the preface that the book will be "most useful for the student who already has a knowledge of the essentials"; this he considers the first of two steps leading to an effective command of the language, the second being "an extendible superstructure." Presupposing a fair foundation of grammar and vocabulary, Professor Bihl presents a series of lively, realistic conversations such as are actually carried on by educated persons of German speech.

Part I consists of forty-two conversational units centering around the experiences of two young Americans, Peter Brennan and Walter King, who divide their summer vacation between German Switzerland and South Germany. In and about Zurich and Stuttgart the two friends meet and converse with nearly seventy individuals, not counting waiters, porters, and the like. These conversations are intended for reading. Common expressions from each one are listed in a corresponding section of Part II for memorization. Part III, *Auf der Reise*, deals with situations which inevitably confront the traveler in Central Europe. In addition, there is an appendix of information about such matters as currency, weights and measures, and types of trains. The whole of the book (381 pages) is bilingual, with the English text opposite to the German. An equivalent phrase, rather than a slavish translation, has been the consistent aim.

If one seeks a new note in this textbook, it is to be found less in the well co-ordinated external plan than in the amazing fullness and convincing reality which the author has succeeded in lending to his comprehensive treatment of a multiplicity of topics. The characters are endowed with such positive human interest that they intrigue the reader, as he follows them through the alternating round of everyday affairs, sight-seeing tours, excursions, and social events. Into this framework there is a skillful interweaving of much of what is best in German (and Swiss) life and culture.

Misprints and other discrepancies are few, considering the scope of the work. The following may be noted: p. 19, *Essen* has two final *s*'s instead of the intervocalic *ss*; p. 67, *zue* for *zu*; p. 141, *Märtyrin* for *Märtyrerin*; p. 364, *Ersassrad* for *Ersatzrad*. Several errors in spacing were overlooked: p. 85, *Sieja* for *Sie ja*; p. 323, *ziemlichf ruh* for *ziemlich früh*; p. 332, *kann er* for *kann er. Samson*, p. 59, is less usual than *Simson*, the form occurring in the German Bible. On p. 72, *Who shall I say?* (for *Wen darf ich melden?*) can be construed as grammatical only if taken as an ellipsis for *Who shall I say is here?*

In a remarkable degree Professor Bihl has achieved his objectives of providing the student with an abundance of conversational material in smooth, up-to-date spoken German, and of introducing him at the same time to the social and cultural background of Germany and Switzerland. The book is excellent for use in advanced conversation classes, and it should be most welcome to anyone preparing for a first trip to German-speaking lands.

CARL HAMMER, JR.

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ELIZABETH EDROP BOHNING, *The Concept 'Sage' in Nibelungen Criticism. The History of the Conception of 'Sage' in the Nibelungen Criticism from Lachmann to Heusler*. Dissertation presented in partial fulfillment of the requirements for the Degree of Doctor of Philosophy at Bryn Mawr College. Times Publishing Company, Bethlehem, Penna.: 1944. 254 pp.

This dissertation, obviously the fruit of compendious labors dutifully discharged in course of study, is essentially an annotated card catalog in book form, with cards topically arranged and numbered consecutively in paragraphs from 1 to 844. Mrs. Bohning has labored much to leave nothing out, and, although one reviewer announced having found two omissions in her thousand-odd bibliographical entries, she has produced a very usable compilation of the history of Nibelungen criticism.

It is regrettable that the theme of the dissertation, namely what the word legend meant in critical utterances on the Nibelungenlied, rises only intermittently above the welter of facts so awkwardly presented. Whatever critical approach beyond the mere task of recording bibliographical facts was attempted amounts to little more than an echo of Heusler's opinions. From the vantage point of Heusler's demonstrations Mrs. Bohning sets out to ridicule the idea that a body of Nibelungen folklore existed in medieval Europe which had arisen more or less spontaneously among the people and which had been transmitted orally from generation to generation before it was rendered concrete in the Germanic epics. This is the announced clew which we expect to guide us through the mazes of this dissertation; but there are many pages that are threadbare.

The book identifies itself completely with Heusler's researches, and celebrates him as the man who led Nibelungen scholarship out of the errors and dead-end paths into which it had been pushed by the doctrines of Lachmann and the Romantic critics. In this, Mrs. Bohning's dissertation differs from a recent book on the same subject by Mary Thorp; but in other respects her work duplicates much of what Miss Thorp had to say, whose book Mrs. Bohning acknowledges as having been "very helpful" but whose name she persistently misspells.

There are annoying misprints in the German quotations and the bibliographical entries. But the audience to which the book is addressed will have little trouble in making the necessary emendations, while the errors in bibliography will be easily found and corrected when the book is used with the card catalog of any reputable library.

GEORGE NORDMEYER

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ALPERN, H., and MARTEL, J., *Misterios y Problemas*. D. C. Heath and Company, Boston.

Something new under the sun—a reader which does not insult the intelligence of the student; a reader which discusses logic and reason; a reader which understands the American youth—quick-witted, imaginative, and always ready to break a lance with teachers and those in authority.

The authors must really love the young men and women who desire, or are constrained to study Spanish, for they have eliminated futile burdens, irritating fumbings, antiquated stumbling-blocks.

From the "Minute Mysteries" and "Mystery Puzzles" by that American of Americans, H. A. Ripley, they have adapted thirty-six tales, translated them into simple but colloquial Spanish, and are presenting them in a manner which will encourage not only speaking the foreign tongue, but also thinking in it. Even the lazier pupils will be forced to think, for thought is the warp and woof of the selections.

While original in their choice and presentation of their material, the authors do not indulge in whimsical new-fangled mannerisms. They use Keniston's "Standard List of Spanish

Words and Idioms," employ cognates and place the new vocabulary, where it should be, at the head of each selection.

Each story, or problema, or misterio, can be finished in one session. The "EJERCICIOS," composed of A. Investigación, B. Deducción, C. Composición, D. Estudio de Palabras, E. Modismos, F. Proyecto, furnish material for one or more sessions, according to the teacher's extensive or intensive propensities.

This excellent book will prove a bridge of hope and confidence to the students of the second year, the most critical in the study of a language, when even the better ones feel that the goal eludes them. The harassed teachers will be grateful for the provision of workable ammunition.

Those who enjoy cartoons and the "comics" will be delighted by the drawings of Rafael D. Palacios which precede every lesson.

PAUL ELDRIDGE

New York City

CASTRO, AMÉRICO, *Iberoamérica*, revised and enlarged edition. New York: The Dryden Press, 1946. Price, \$2.35.

The present edition of this well known text is different in certain features from the original edition of 1941. Forty illustrations are grouped together in a single section in the first part of the book, and at the back of the book are four large-sized maps in color: one of Mexico, one of South America, one of Central America, and one of the West Indies. In addition, materials presented in the "Handbook" section of the 1941 edition have been distributed throughout appropriate places in the text.

All phases of Hispanic American civilization are discussed and evaluated with an admirable blend of sympathy and objectivity. In contrasting the Anglo-American and the Hispanic American ways of life, Professor Castro reveals a thorough knowledge of the spirit of both civilizations, and he shows impartially how each one is really a mixture of the idealistic and the materialistic.

The chapter on Spanish American literature, forty-four pages in length, is extremely well planned, with sections devoted to poetry, the novel, and the essay. Instead of attempting to discuss the whole field, a procedure that would have resulted in a meaningless catalog of names and dates, Professor Castro has wisely chosen to discuss a few representative writers of each genre, giving well selected quotations or brief analyses of their best known works.

The large halftone illustrations depict the Spanish, the Portuguese, and the Indian influences in Hispanic America, and are a useful and attractive supplement to the text. The book is well printed, and does not have the typographical errors which caused some unfavorable criticism of the earlier edition.

There are various ways in which this interesting text may be used. It is suitable as a reader for the third year of high school Spanish or the fourth semester of college Spanish. In addition, it would make splendid background material for outside reading in a college survey course in Spanish American literature, and it could serve as a basic text in an advanced course in Hispanic American civilization conducted in Spanish.

The vocabulary is complete. Conversation exercises would have made the book somewhat more practical for advanced secondary school classes or intermediate college courses.

JOHN L. MARTIN

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OROZCO, JOSÉ MARTÍNEZ. *Quince Centavos*. New York: Henry Holt and Company, Incorporated. 1945. Vocabulary and notes. Illustrated. Pp. 250+lxvi. Price \$2.00.

This novel in dialogue should be an effective tool for accomplishing the purposes for which it was written. These are, according to the editor, Harry Kurz: "first, that of gaining

a sympathetic insight into the life of the people of Buenos Aires by this glimpse of a day with a typical family; and second, acquiring an effective command of the practical living vocabulary and idiom centered about the ordinary experience of a congenial group."

The author, an Argentine *criollo* and a novelist and playwright of considerable distinction, creates a charming middle-class family and acquaints the reader intimately with every phase of the daily life of each of the four children, their parents, and their associates. Woven into these accounts are stimulating references to the history and founding of Buenos Aires, its aspects, its industrial and political trends, and its general conditions of living. Additional information on these subjects, written in Spanish, is included in each of the thirty-one chapters. Nearly a hundred excellent photographs supplement these notes. Each photograph, made under the author's supervision by the well-known Argentine photographer, Alberto D. Arroyo, gives authenticity to both notes and conversation.

The isolated scenes are deftly bound together by the far-reaching influence of the kindly Mamá Comares and the frequent insistence on the part of Papá Comares that the children spend their money wisely and that they speak only proper Spanish. Cleverly using the latter idea, the author manages to incorporate a very large variety of "argentinismos" which are amply explained at the end of each scene, as well as marked and given an English equivalent in the complete vocabulary. The exercises for each chapter are well-planned and include questions, vocabulary drill, and conversation topics.

In spite of the ease and naturalness of the dialogue, this book will probably prove more useful for reading than for dramatization, since much of the valuable information is found in the notes and stage directions. In whatever capacity it is used, it should be a delightful learning experience for students of advanced high school courses or intermediate college Spanish.

ANITA MC WHORTER

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SPAULDING, ROBERT K., and LEONARD, A. IRVING, *Spanish Review Grammar*, New York: Henry Holt and Company, 1945. Price, \$1.75.

Spanish Review Grammar is a very fine addition to Spanish texts for second year college or third year high school students. Its thoroughness, organization, and the soundness of its pedagogy make it outstanding in its field. Professors Spaulding and Leonard have spared no effort to make their text complete, interesting to student and teacher alike, and thoroughly teachable. Any student who masters this book will have a fine foundation for his study of the Spanish language. The authors are careful to present as rules and as illustrations present day usage. Spanish is presented, then, as a living language, as well as a literary language of the past.

The presentation of grammatical points appears to be very sound. The authors give much more in the way of illustrative material than is often found. These illustrative sentences are pertinent and helpful, especially as they precede the grammatical explanations. Summaries of the rules are, also, helpful. The book, in many instances, goes far beyond the ordinary text of this kind in giving information as to usage, correctness, etc.

The verbs are well handled and the authors have gone to unusual pains to present them in the clearest way possible. The "verb at a glance" printed in color on the end paper may well prove helpful to some students. The authors at one time suggest, however, that there is an easy road to learning Spanish.

The exercises are adequate and well worked out. The reading exercises in Spanish are especially pleasing as they are very interesting, and taken from well known authors. Selections from Ricardo Palma, Palacio Valdés and Antonio Soto are included. The advantages of presenting these connected, well written and interesting passages rather than hit or miss sentences, manufactured Spanish, or unrelated and uninteresting passages are very obvious, and make for better reading exercises and more interesting classroom work.

The two appendices are both helpful. The first one deals with the verb and has, in addition to the conjugations, comments and suggestions which make for their better learning and

understanding. The second appendix is a list of over seven pages of common prepositional phrases. As is well known, these phrases present a severe stumbling block to the student of Spanish.

The lessons are quite long and can hardly be adequately covered in one assignment. At least two and possibly three class meetings would be necessary. It might be wise to attempt to cover one-half of the twenty-four lessons in one term and the others the following term.

One can find little to criticize in *Spanish Review Grammar*. One omission, however, is in that nothing is given on pronunciation. The Introductory chapter takes up accentuation, punctuation, capitalization, etc., but there is no mention of pronunciation. It seems that some of the finer points of pronunciation might have been taken up with profit, along with linking, intonation, etc.

Spanish Review Grammar is a very sound, complete and competent text book for students needing a grammar review. It is much more, in fact, than a mere review, adding greatly to the knowledge of a student no matter how thorough his grounding may have been in his elementary work. It is a clear, sober and sound presentation of material already covered and of further material which will prove beneficial to the student.

MARSHALL ELBERT NUNN

University of Alabama
University, Alabama

GRISMER, RAYMOND L., and ADAMS, NICHOLSON B., *Tales from Spanish America*. Oxford University Press, 1944, pp. viii and 179. Price \$1.75.

One can safely predict a popular usage of this second year text by Spanish instructors who are attempting to initiate their students to an understanding of the literature and thought of our Spanish American neighbours. Ten authors are represented in fourteen short stories which possess literary merit and a human interest appeal sufficiently universal to qualify most of the selections to be included in a short story anthology of world literature. The editors have made available once more in school text edition some old favorites, always popular, as Rubén Darío: *La muerte de la emperatriz de la China*, Manuel Rojas: *El vaso de leche*, and several of the *Tradiciones* of Ricardo Palma. In addition, they have supplied us with representative selections from several talented contemporaries as Enrique Serpa, whose literary merit has already attained international recognition, but with whom too few North American students of Spanish have become acquainted.

The variety of human interest situations presented in this collection should enable the interest of any class to be sustained. The reader encounters Spanish colonial officials in *Las orejas del alcalde*, a miracle-performing priest in *El alacrán de fray Gómez*, soldiers fighting for the *patria* in *Contra el deber*, the dupe of a professional in *El ladrón novato*, and many other fascinating characters.

The editing of these stories has been extremely careful. The present text seems to be remarkably free of printer's errors, and no serious omissions can be detected in the vocabulary. The editors have chosen to give notes for quick reference at the bottom of the page on which difficulties occur. Apparently, they have attempted to avoid cluttering up the text with an excess of unnecessary notes. The number supplied is almost adequate, but a few additional ones would be acceptable to the average student. It would be advisable to clarify certain stylistic exceptions to grammar rules and to indicate the historical significance of Agramonte.

The short biographical sketches which precede the first story of each author are an excellent feature of this small volume. It is lamentable that text book size limitations did not permit them to be slightly longer, and to be supplemented by a partial bibliography of critical material concerning the writer.

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MISCELLANEOUS

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